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ABSTRACT

An established goal of the Michigan Department of Education is that annual and long-range educational planning will be improved and expanded. The purpose of this Program Review/Planning Handbook is to recommend procedures and instrumentation through which educators at the local level may plan and conduct a program review and prepare and implement a written action plan for vocational education. The recommended Program Review/Planning process described in this guide is closely coordinated with the mission, goals, and objectives specified in the Annual and Long-Range State Plan for Vocational Education in Michigan. The guide begins with a summary of the program review/planning process and its background, and lists secondary vocational education goals and objectives. The 15 steps of the Program Review/Planning Cycle are then described. These steps are the following: obtain necessary support; identify Program Review/Planning coordinator and assistant; identify committee and activities; collect data; tabulate data and display findings; develop conclusions; prepare program review report; organize the plan development phase; identify needs; set priorities of needs; develop strategies for proposed action; prepare written action plan; enlist support for plan implementation; implement plan; and monitor plan and reassess. The program review planning instrument and various necessary blank forms are included in the guide. (KC)

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PREFACE

The purpose of this Program Review/Planning Handbook is to recommend procedures and instrumentation through which educators at the local level may plan and conduct a program review and prepare and implement a written action plan for vocational education.

The recommended Program Review/Planning process described herein is closely coordinated with the mission, goals, and objectives specified in the Annual and Long-Range State Plan for Vocational Education in Michigan. More specifically, it is based upon goals and objectives for secondary vocational education programs developed by the Michigan Department of Education Vocational-Technical Education Service staff with the assistance of local education agency personnel. Education agency personnel that are considering involvement in the PR/P process should be aware that *this* Program Review/Planning process is voluntary, and that V-TES will not collect, have access to, or use locally collected Program Review data. Those data are for local use only. Comments and/or inputs regarding the PR/P Handbook, the instrumentation or the process would be appreciated. Such comments/input should be submitted prior to May 1, 1982, to the Supervisor, Area Planning and Development Unit, Vocational-Technical Education Service, Michigan Department of Education, Box 30009, Lansing, MI 48909.

To gain insights into the complete PR/P process it is recommended that users read the entire Handbook before initiating any PR/P activities.

MISSION AND GOALS OF THE STATE PROGRAM OF VOCATIONAL EDUCATION

Mission: Persons of all ages in all Michigan communities will have ready access to high quality vocational and technical education which is realistic in the light of actual or anticipated opportunities for gainful employment and consistent with their needs, interests and abilities.

Goal I: Persons with differing sex, age, racial/ethnic background, socio-economic status, academic disadvantage, economic disadvantage, limited English proficiency, physical and mental capabilities, and geographical location will have access to vocational-technical education and training or retraining and shall not be excluded from such programs because of any distinguishable personal characteristics.

Goal II: All local vocational-technical education programs will be of such quality as to assure that all students are provided learning experiences which are realistic and sufficient in light of their occupational objective.

Goal III: All pre-vocational/exploration, career guidance and placement programs will be coordinated with local vocational-technical education programs so that each student may make an informed and realistic occupational choice and have access to quality placement programs.

Goal IV: All local vocational-technical education programs will be planned, monitored, and evaluated in light of actual or anticipated employment opportunities and the demand by students for programs related to their abilities and occupational objectives.

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OVERVIEW

An established goal of the Michigan Department of Education is that annual and long range educational planning will be improved and expanded. Quality education programs require appropriate planning at both the state and local levels. To be effective, detailed educational planning should occur as near the level of implementation as possible; such planning enhances communication within and among education agencies as well as with the community at large. Issues such as enrollment patterns, financial management, and curriculum design can be addressed through appropriate planning.

As described in this document, the purpose of the Program Review/Planning process is to improve vocational education. Review of vocational programs provides education agencies with information for planning; planning organizes and sequences activities to achieve locally accepted goals and objectives.

The Program Review/Planning process will provide education agencies with data for making sound decisions and for prioritizing the needs of the entire vocational education program. The data will be useful when substantiating budgets, conducting millage campaigns, determining inservice needs, and when considering the improvement of facilities and equipment. Effective planning will lead to improved communication with school personnel, advisory committee members, and with the general public. It provides, too, for increased efficiency in the use of time and financial and human resources.

The following goals and objectives have been identified as those necessary for quality vocational programs. These goals and objectives provide a base for education agency personnel to determine future plans for changing and/or maintaining vocational program/delivery system characteristics.

SECONDARY VOCATIONAL EDUCATION GOALS & OBJECTIVES

I. Finance and Administration

Goals and objectives, a financial management system and a planning system have been established for vocational education.

A. Goals and objectives for vocational education have been adopted which are consistent with the Michigan State Plan for Vocational Education.

B. An organizational plan and administrative job descriptions specify roles and responsibilities for vocational education personnel.

C. A non-discriminatory plan has been implemented for employing vocational education personnel.

D. The annual vocational education budget reflects State guidelines.

E. The vocational program(s)' accounting system and financial records are in accordance with federal and State guidelines.

F. Vocational education is formally planned.

II. Population/Access

Access to vocational programs which result in related employment and/or continuing education is provided to all students.

A. The program prepares students for occupations that have employment potential and places an acceptable percentage of those students.

B. Access to vocational education for all students is facilitated by providing optimum programming.

C. Program enrollment and completion rates reflect equal access.

III. Community Involvement

Representatives of the community cooperate to improve the vocational education delivery system.

A. An advisory committee, composed of appropriate representatives with defined responsibilities, provides advice for the program.

B. A formal communication system is maintained to effectively utilize community resources, establish linkages with other employment and training programs, and promote vocational education.

IV. Personnel

Qualified personnel are employed to teach, provide support services for, and administer vocational programs.

A. Personnel are certified or approved, and have written job descriptions.

B. Personnel participate in professional development activities.

C. Personnel communicate formally and informally to facilitate the operation of vocational programs.

V. Student Services

Guidance, placement, and other services/options are provided to students.

A. Guidance personnel, in a non-discriminatory manner, help students to select and continue their participation in vocational programs.

B. Guidance activities are coordinated for area or shared-time programs through the use of a written plan and a communication system.

C. Job placement services which are non-discriminatory and are coordinated through the use of a written plan and a communication system are provided to students, graduates, and dropouts.

D. The necessary support services are provided and staff is encouraged to interact to maximize opportunities for special population students to succeed in vocational programs.

E. Cooperative education opportunities are available on a non-discriminatory basis, and are designed to complement vocational programs.

F. An appropriate student follow-up study is conducted and reviewed.

VI. Facilities and Equipment

The program has adequate and appropriate space, facilities, equipment, tools, and supplies.

A. Program space provides for a variety of educational activities and conforms to specific requirements.

B. Program facilities simulate business/industry conditions, are safe and sanitary, and are accessible to all students.

C. Program equipment, tools, and supplies meet the needs of the program.

VII. Instructional Program

The program meets specific requirements, is competency based, and includes alternative instructional techniques.

A. The program utilizes a competency based education system which includes goals and instructional objectives and/or tasks, student assessment, and appropriate and adequate instructional materials.

B. The program includes alternative instructional techniques such as cooperative education and vocational student organizations.

C. The program meets specific requirements.

BACKGROUND

As a result of vocational education long-range planning efforts during the past several years, seven components of vocational education program/delivery systems were identified: Finance and Administration, Population/Access, Community Involvement, Personnel, Student Services, Facilities and Equipment, and Instructional Program. Recently, a program review instrument was developed which uses these seven planning components and the goals and objectives (Listed on pages 1-2) to facilitate local vocational education planning. The instrument contains 200 questions which measure the status of each of the 26 objectives. The results of this measurement are used to develop findings from which conclusions can be drawn for decision-making and planning purposes.

The Vocational-Technical Education Service (V-TES) field tested and revised the Program Review instrument and then initiated pilot tests of the Program Review/Planning process in several education agencies. The purpose of the pilots was to (1) refine techniques for developing findings and conclusions and (2) test the suggested planning process. Figure 1 on the following page illustrates the Program Review/Planning cycle piloted.

The education agencies that participated in the pilot PR/P process were:

1. Averill Career Opportunities Center (Saginaw)
2. Benton Harbor Area Schools
3. Berkley School District
4. Delta-Schoolcraft Intermediate School District
5. Eastern Upper Peninsula Intermediate School District
6. East Lansing Public Schools
7. Kent Intermediate School District
8. Lewis Cass Intermediate School District
9. Mecosta-Osceola Career Center
10. Mt. Pleasant Public Schools
11. Sault Ste. Marie Area Skill Center
12. South and West Washtenaw Area Consortium
13. Southwest Macomb Area Consortium
14. St. Clair County Intermediate School District
15. Western Wayne Area Consortium

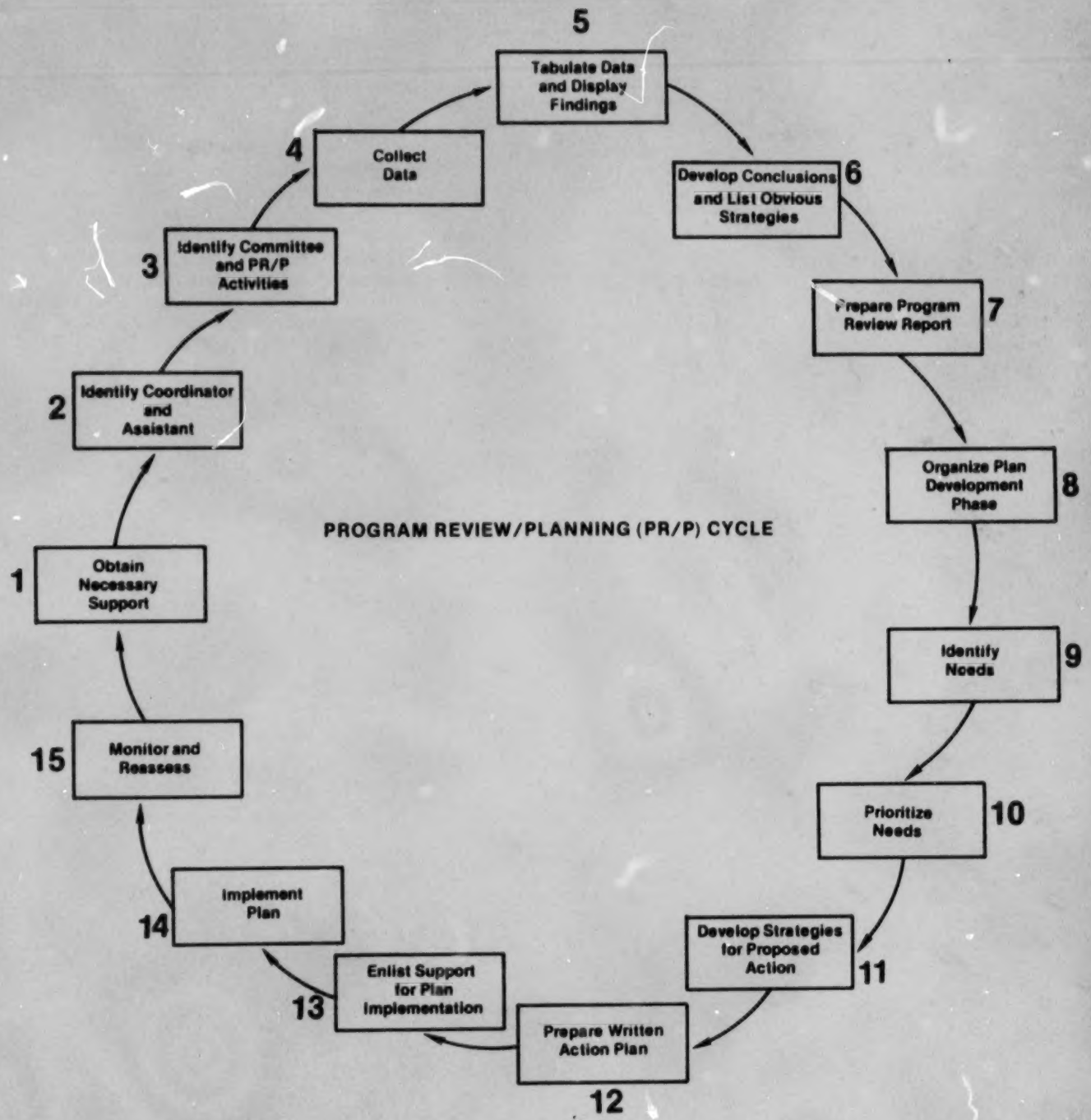

FIGURE 1 – Vocational Education Program Review/Planning Cycle.

STEPS IN THE PROGRAM REVIEW/PLANNING CYCLE

STEP 1 – Obtain Necessary Support

Judgment should be exercised in determining the level and degree of support needed from administration to implement the PR/P effort. Local education agency administrators should be informed of the purpose, intended use, and educational benefits to be derived from the process. Emphasis should be placed upon the commitment of time, personnel, and financial resources necessary to successfully complete the effort. A slide tape, "You Bet We Care!," is available through the Michigan Vocational Education Resource Center which provides an overview of the PR/P process. (See last paragraph, page 14)

STEP 2 – Identify PR/P Coordinator and Assistant

To ensure that the recommended PR/P process will be effective, the overall responsibility should be vested in a vocational program administrator (director of vocational education or shared-time director of vocational education). This program administrator should serve as the PR/P Coordinator. In a multi-district effort, A Career Education Planning District (CEPD) vocational-technical specialist or a consortium director should act as the PR/P Coordinator. In CEPD's lacking any vocational education administrators, the CEPD Specialist should assume the responsibility. Pilot efforts have indicated that the assistance of an additional person to help with ongoing PR/P activities such as inservice, data collection, committee work, etc. provides for continuity and improves communication within the education agency. Figures 2 and 3 illustrate organizational relationships.

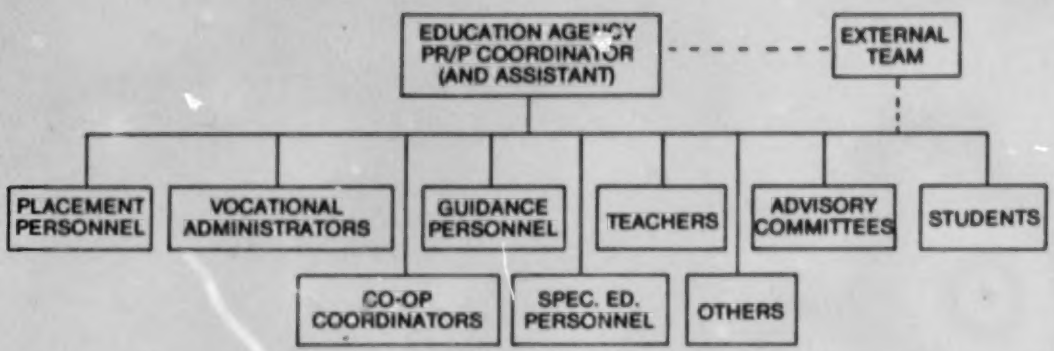

FIGURE 2 — PR/P organizational relationships at the local education agency level.

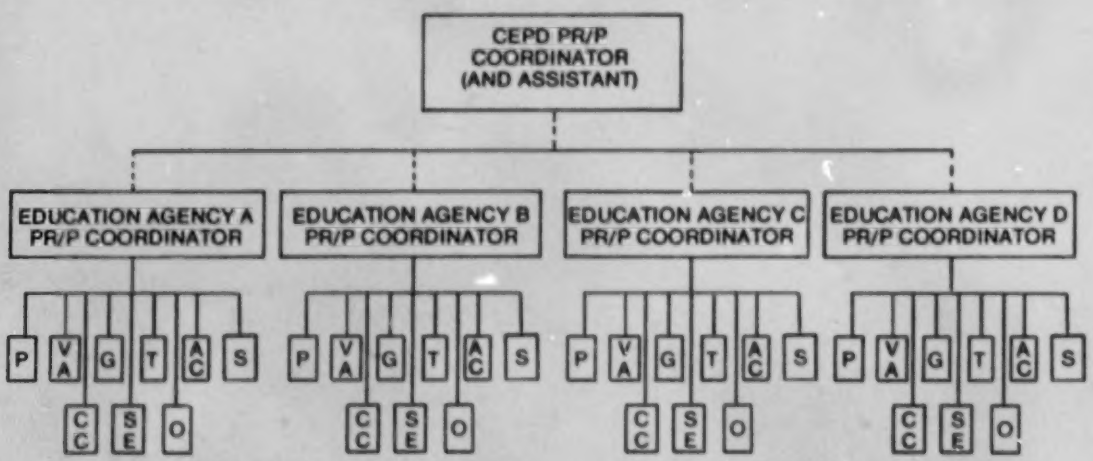

FIGURE 3 — PR/P organizational relationships at the CEPD level.

Note: An external team could interact in this organizational structure as it does in Figure 2.

STEP 3 – Identify Committee and PR/P Activities

The PR/P Coordinator should establish a committee or committees (as needed) for the purposes of program review and planning. The PR/P Coordinator may choose to have one committee for program review and planning or have separate committees for each function. The PR/P Coordinator may chair the committee or delegate the responsibility. Committee members should appropriately represent those who are involved directly or indirectly with vocational education programs. A representative committee might include a/an: assistant superintendent of instruction, building-level administrator, teacher, student, guidance/placement person, co-op coordinator, special needs person, and/or advisory committee member. Records of committee meetings and activities should be maintained. A work plan for the committee should be developed and should include specifics such as those detailed in TAB 2, Appendix A.

Among many activities, the committee should determine whether or not local goals and objectives for vocational education exist. If goals and objectives have not been documented within the district, the committee should review for relevancy and adoption those which accompany the Program Review instrument and are listed on pages 1-2 in this Handbook. It is suggested that the committee scrutinize the questions included in the instrument (see TAB 1) so that they might understand the scope of the criteria used as measurement. Should the committee decide to add or delete specific goals or objectives listed in this Handbook, due to local circumstances, it will be necessary to complement that decision by adding or deleting questions on the questionnaires, as appropriate.

The committee may decide either to review the total vocational program during one year or to schedule the district level review for one year followed by program level reviews at the rate of a few or several per year. The size of the overall vocational program, combined with other unique factors, will influence the committee's decision regarding the Program Review timeline.

The committee should plan to include representation from as many groups of individuals as possible in the Program Review who are directly or indirectly involved in the program such as teachers, administrators, students, placement personnel, guidance personnel, advisory committee members, etc. Because students outnumber the other reviewers only a representative sample should be included, but among the education staff and advisory committee groups all should be included. The number of Program Review instruments should be determined using the format provided in TAB 2, Appendices B-1 and B-2. In addition, the committee should determine who should be responsible for assembling and displaying the findings of the review, drawing conclusions, making recommendations, preparing reports, etc.

Considering the multiplicity of variables within agencies conducting the Review (i.e. district size, number of programs, number of buildings, number of respondents, inservice and meeting time, etc.), a scope and sequence of events cannot be totally outlined. A timetable format with many of the anticipated activities is provided as Appendix C. Field tests have indicated that the entire process of Program Review/Planning will involve at least a school year.

The PR/P Coordinator and committee should be advised that the Program Review can take the place of the required advisory committee reviews. Initial efforts during the pilot stage have suggested that the Review could be used as a substitute for the North Central Association (NCA) accreditation review of vocational programs. If this is a relevant concern, communication should be directed toward individuals in charge of the NCA visitation team and the NCA state office.

Inservice activities for the Program Review should be scheduled into the regular school district inservice plan if one exists; if not, other provisions will need to be made. The committee should determine the purpose and objectives of the inservice as well as the structure of the activity. Inservice can be held immediately preceding distribution of the questionnaires for completion or several days beforehand.

The committee should determine who the recipients of program review and planning information will be and make provision for documentation in the form of reports, news articles, and miscellaneous communiques.

Education agencies may choose to engage the services of an external team or expert to participate in PR/P activities. Roles of such individuals may vary from validation of findings to facilitation of the PR/P process. Items such as travel expenses, fees, scheduling activities, and the receptivity of local personnel to experts or external teams should be considered by the committee. Appendix D, "External Teams," provides insights for use of an external team.

STEP 4 – Collect Data

A sample of, as well as detailed information about the questionnaires, is included behind TAB 1. An attempt should be made to provide the most appropriate Program Review data collection setting with both large group and small group settings being considered. It may be advantageous to consider conducting the District Level Review in a large group setting since for this Review each person completes just one questionnaire. The Program Level Review may be better conducted in small or individual settings since some personnel are expected to review a number of vocational programs. It may be better, therefore, to develop a schedule to accommodate the review of various programs. The PR/P Coordinator should also be reminded of the interaction and communication which may occur within small group settings. Hand tallying and discussion of responses in small group settings may be possible.

STEP 5 – Tabulate Data and Display Findings

Before the PR data are collected, a decision regarding whether to tally the data by hand or to use a data processing system will need to be made. Hand tally sheets are available for tabulating the Program Review data upon request. (See last paragraph under STEP 5.) A sample hand tally sheet is included as Appendix E.

The hand tally sheets list every question included in

the Program Review. The goal(s) and objective(s) indicated in the left margins of the tally sheets are the same as those listed in this Handbook (see pages 1-2). The "TOT" column is provided to display the number of Program Review participants by respondent type. If an "*" appears in the "Group" column to the left of the letter which designates a group, that particular question is included in the questionnaire for that group. Tally totals by respondent group should be displayed in the columns headed "NO – Improvement *is* Needed," "YES – Improvement *is not* Needed," "Not Necessary or Not Applicable," and "No Opinion or Don't Know." The difference between the number listed in the "TOT" column and the total number of responses in the four response columns will equal the number to be entered in the "Missing Data" column. The code number listed at the right is identical to the question code number listed on the Program Review questionnaires. (NOTE: For the District Level Review, there will be one set of tally sheets. There will be a separate set of tally sheets for each Program Level Review.)

The data processing possibilities are numerous depending upon the personnel and equipment available within education agencies conducting a Program Review. For the convenience of those agencies which would like to data process without going through the steps of developing their own output report, the Vocational-Technical Education Service has arranged for data processing services which will generate reports upon request for participating education agencies. Services will be provided at no charge through the Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, Michigan 48824, telephone 1-800-292-1606. PR/P coordinators should contact Currin Cooley at the Resource Center for details.

STEP 6 – Develop Conclusions

The Program Review findings should be examined and the objectives should be restated in such a way so as to indicate whether or not the intent of the objective has been achieved. Program Review findings and supplemental data contributing to the rationale for the conclusion should be stated succinctly:

Example Conclusion 1: Personnel are certified or approved, experienced, and have written job descriptions.

Rationale: Findings indicate, without exception, that no improvement is needed in meeting any of the statements listed on the review instrument which are indicators of having met this objective.

Example Conclusion 2: Program facilities are safe and sanitary, but they *do not* simulate business/industry conditions, *nor* are they accessible to all students.

Rationale: While findings indicate that program facilities have been inspected and are safe and sanitary, they do not reflect a barrier free condition as expressed in Section 504 of P.L. 93-112, nor are they included in a transition plan for needed changes. Furthermore, the facilities do not reflect business/industry conditions because in many instances the equipment and furnishings need improvement.

During conclusion development, an effort should be made to document any readily obvious strategies; however, *special effort should not be taken* to identify strategies or recommendations at this stage of the PR/P cycle. Special attention is given to this effort during the PR/P planning phase.

An effort should be made to ensure that conclusions drawn from the findings are as free from bias as possible. An external team or expert may be instrumental in facilitating the drawing of conclusions.

PR/P Coordinators and/or committees are encouraged to design a format suitable for their use in developing conclusions and tentative recommendations. Three sample formats from PR/P pilot sites are included in TAB 2, Appendix F.

STEP 7 – Prepare the Program Review Report

The total Secondary Vocational Education Program Review Report should be arranged with the District Level Review first, followed by the individual Program Level Reviews. It is recommended that the district level review and each of the program level reviews include:

1. Table of Contents
2. List of Tables, Charts, etc.
3. Introduction (purpose, approach and organization of the Program Review)
4. Credits (who was involved and how)
5. Summary of Program Review Findings (including Tables, Charts, etc.)
6. Program Review Conclusions (organized around each of the objectives)*
7. Obvious Strategies
8. Appendices

*External team contributions, if available, should be included in this section of the Program Review Report.

STEP 8 – Organize The Plan Development Phase

A major milestone is achieved when the Program Review Report is completed and shared with those individuals and groups that have a responsibility for responding to identified needs. Experienced planners reveal that it is precisely at this point that initial intentions to "plan" falter. The very act of completing a written report distinctly terminates an intensive effort and a natural let-down follows. The time required to share the report can create a distinct time gap between the Program Review and Planning phases of the cycle. Typically, some findings identified during the Program Review require immediate action; therefore, there is a natural tendency for those persons responsible to begin immediately to apply obvious remedies.

While this is not inappropriate, it is another factor which can divert action from being devoted to a thorough, comprehensive planning process.

It is the combined effect of these conditions that causes many evaluation-type activities, of which the Program Review is one, to become ends rather than means to an end. Shelves are full of studies completed over the years that have never been implemented. Analysis of these frequently reveals that no planning phase ever followed study completion.

Nearly every PR/P Coordinator will be faced with influences which can divert good intentions to follow through and complete the planning process. It is for this reason that the PR/P cycle identifies an "Organize Plan Development Phase" step immediately following preparation of the Program Review Report. This step calls for deliberate considerations by those involved to assure that the planning procedures and timetables proposed at the time the PR/P process was initiated are either reaffirmed or, if necessary, re-directed. The object of this step is to sharpen the focus of all involved toward the goal of having a completed "action plan" for vocational education.

Considerations To Enhance Success

The following are considerations offered to enhance the potential for a successful plan development phase:

1. Planning efforts must be prioritized to compete effectively with other day-to-day activities and crises. To create a priority, present a timetable and make a commitment to the board of education or administration to complete the task. This can be a vital, self-designed step to stimulate accountability. It serves as motivation when other pressures compete for limited time. Open-ended planning schedules, with no obligation established to produce, are a major cause of failure.
2. Assure involvement of "key decision makers" in planning. Many planning efforts have failed due to the fact that those with "authority" to make decisions leading to action or change are not involved.
3. Make sure the individuals to be involved in planning are fully inserviced and aware of the conditions at hand. Being aware of the agency's unmet needs and problems can motivate people to seek solutions.
4. Decision-making is improved when those involved represent a variety of perspectives. Realistic outcomes are more likely to result if all groups to be involved in implementation have input.

Specific Activities in Organizing The Plan Development Phase

Three questions should be considered before detailing specific plan development phase activities:

1. Who will develop the initial list of needs and strategies for action?
2. Who will be expected to review and react to the list of needs and strategies?
3. How will support for implementing the action plan be enlisted?

Answers to the above questions will be influenced by the size and organizational structure of the education agency and the scope of the Program Review completed. For example, if "Program Level" Reviews were conducted, involvement of teachers and advisory committees will normally become more extensive in the plan development phase, than if only a "District Level" Review is completed.

It is the responsibility of the PR/P Coordinator to analyze the situation and see that an appropriate series of activities is developed. Appendix C, "Program Review/Planning Steps" can assist with achieving this effort.

The following specific activities may be used as a guide for initiating the plan development phase:

1. Analyze the situation, then determine how plan development and review will be conducted.
2. Select planning group participants (if not done previously). Individuals should be selected based upon their ability to comprehend the vocational education delivery system and contribute to its future direction. Important also is their knowledge of vocational education, involvement with the school district, ability to work with others, ability to commit time to the effort, and ability to make decisions.
3. Prepare materials for use by the planning committee. Adequate Program Review Reports, other plans and any guidelines, laws, or other resource materials should be gathered for use by the planning group.
4. Organize and conduct an inservice session for committee participants to explain roles, answer questions, and give direction.
5. Inform and involve Program Review respondents as deemed appropriate.
6. Reassess and finalize timetable for planning.
7. Initiate planning.

Having organized the plan development phase, the PR/P Coordinator must now focus attention on those dimensions of the planning process which will lead to decisions that reflect future courses of action. To accomplish this task successfully, some basic principles in planning are worth noting.

1. The effort should focus upon *decision-making* to achieve desired outcomes by using the best approaches. To be sound, decisions should be based upon good data which is carefully analyzed. Analysis of *all* relevant data is important.
2. Good planning is *continuous*. Even though a written plan may be completed, the process should assure that through evaluation and reassessment of those plans, appropriate adjustments are made. This makes planning dynamic rather than static. A plan with outdated or inappropriate courses of action is as bad if not worse than no plan at all.

3. Realistic planning must be based upon awareness of the *"total picture."* All components of the vocational education delivery system must be seen in relationship to one another. Planning for one program will almost always impact others. Plans of neighboring schools, community colleges, and area centers in the CEPD should have a direct impact on the decisions made in each education agency. State agency plans should be considered by local education agencies and in turn State agency plans should be influenced by local needs. *Good planning at any level cannot take place in a vacuum.*
4. All planning starts with the identification of *goals and objectives.* Goals and objectives provide the parameters for judging the appropriateness of planned courses of action. An old adage reads, "without a destination, any route will get you there." Goals and objectives for vocational education provide the destination and strongly influence the route taken to achieve desired outcomes.

The planning process which follows builds upon the completed Program Review Report which identifies conclusions regarding the status of vocational education in the agency. The process will allow users to make a transition from these conclusions to proposed plans of action. *Before initiating the process steps, however, the planning group should reaffirm or modify, if necessary, the agency's goals and objectives for vocational education.* These will serve as useful guideposts throughout the planning process.

STEP 9 – Identify Needs

To facilitate decision-making, the planning group must define vocational education delivery system needs. "Defined needs" result from the planning group's consideration of conclusion statements. Conclusions which reflect a problem should be formulated into specific statements to form "needs." Need statements should be organized by objective and conclusion.

Example:

Conclusion: The steno-clerical program lacks an advisory committee.

Need Statement: An advisory committee should be established for the steno-clerical program.

Planners should keep in mind that it is wise to identify those objectives which are being met. Every program has positive dimensions and these should be communicated to others.

The need identification step is not complete without considering data which reflects the overall delivery of vocational education from sources other than the Program Review Report. Previous "plans," projections, and evaluations are examples of such data. Any needs identified from these sources should be added to the list prepared from analysis of the Program Review Report.

STEP 10 – Prioritize Needs

The next planning step is to prioritize needs if it appears necessary. To accomplish this task, the planning group must first determine the factors that will impact priority. In determining such priority factors, the planning group will want to consider mandates, adopted goals and objectives, the financial status of the district, biases and special interests in the district, timing, personnel availability, those requiring immediate action, recommendations from external experts, and any other identified factors. In "program level" needs for wage earning programs, consideration should be given first to employment demand and placement potential. If the outlook for improvement is poor in these two areas, plans should be considered to phase out the program rather than spend time and effort attempting to address other needs in the program.

Figure 4, "Sample Form for Analyzing Needs to Establish Priorities," on page 9, may be adapted and used to assist in prioritizing needs. It is also useful if the opinions of other groups such as teachers, counselors, board members, etc. are desired. A summary of the various interest group opinions may be made to help the planning committee finalize priorities.

An adaptation of Figure 5, "Comparison of Strategies," on page 9, may also be designed and used to help prioritize needs. In this instance, criteria would replace the "important factors" listed across the top of the matrix.

STEP 11 – Develop Strategies For Proposed Action

This step has two activities: 1) to develop alternative strategies for solving each need, and 2) to select the best strategy. Alternative strategies can be developed through use of brainstorming techniques. Creating as many alternative strategies as possible provides the optimum basis for selecting the single most desirable strategy. A lack of commitment to think through and take the time to create alternatives is a common weakness in planning which often leads to poor decisions.

Obvious strategies identified during the Program Review and listed in the Program Review Report should be considered in this step.

With alternative strategies developed, the planning group then makes the "strategy selection." The planning group will need to discuss the advantages and disadvantages of each alternative in terms of the delivery system objectives and other local considerations. The task becomes one of weighing all such inputs to arrive at a single strategy or set of strategies that will be the most feasible and effective in meeting the objectives of the vocational education program delivery system. Once a strategy is chosen, the planning group should provide statements of rationale for selecting that strategy or strategies. Written rationale becomes useful when explaining proposed action to other groups.

Figure 5, "Comparison of Strategies" may be adapted and used to help in selecting the best strategy for proposed action.

Personal choice will dictate whether it is best to develop alternative strategies for *all* identified needs before choosing the best strategies or to combine these two activities for each identified need. The process should not interfere with a natural flow of these activities in the group. Many have found that analyzing the cost of alternative strategies is essential before a choice can be made. Establishing a budget comes later in the planning

GROUP: Teachers WEIGHT: 3

N = 7	Degree of Importance					For Analysis Only				
						A ÷ B = C			C × Weight = D	
						A*	B	C	D**	E
	No Opinion or Unimportant	Below Average Importance	Average Importance	Above Average Importance	Very Important	Column Weighted Ratings	Total Number Respondents	Group Mean Scores	Group Weighted Scores	Priority Rating
	1	2	3	4	5					
Need 1: Inadequate Counseling and Guidance Services		1	1	111	11					
	0	2	3	12	10	27	7	3.86	11.6	1
	(0X1=0)	1X2=2	1X3=3	3X4=12	2X5=10					
Need 2: Inadequate number of training programs		11	111	1	1					
	0	4	9	4	5	22	7	3.14	9.4	2
	0X1=0	2X2=4	3X3=9	1X4=4	1X5=5					
Need 3: Inadequate Training Facilities										
									8.5	5

FIGURE 4 — Sample form for analyzing needs to establish priorities.

*Column A – Frequency of Response multiplied by the assigned weight for each of the five columns.
**Column D – Group Means Score multiplied by the arbitrary weight factor assigned each group.

NEED: Inadequate Counseling and Guidance Services

Strategies	Ratings of Important Factors																TOTAL WEIGHTED COLUMNS	FINAL PRIORITY RATING
	Success Potential				Student Benefits				Ease of Implementation				Cost					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Employ Additional Counselor		X				X				X						X	10	2
Incorporate Career Information Into All Courses	X						X		X					X			7	3
Career Information Center	X				X					X				X			6	4
Planned Career Information Activities	X				X				X					X			5	5
Vocational Career Orientation Program				X				X		X					X		12	1

WEIGHTS: 1 – LOW 2 – MODERATE 3 – HIGH 4 – VERY HIGH

FIGURE 5 — Comparison of strategies.

process but a cost analysis can be done whenever it is of value. The planning group should exercise some freedom in adapting the planning steps to work for the group and in being creative.

STEP 12 – Prepare Written Action Plan

Having selected strategies to address identified vocational education needs, Step 12 involves two major parts: 1) determining implementation details for each proposed action, and 2) developing delivery system benchmarks which, when identified in a written Action Plan, serve to guide future planning.

Determining Implementation Details

When a proposed course of action is selected, additional considerations are usually needed to aid implementation. These normally include: 1) the person(s) responsible for carrying out the proposed action, 2) a projected budget estimate, and 3) a timetable which reflects both anticipated starting and ending dates for the proposed action.

Some complex activities will require the person(s) responsible for follow-through to prepare a "management plan" listing specific tasks. It is a matter of choice as to whether these management plans become part of the written Action Plan for vocational education.

Appendix H is an example format for preparing that portion of the written Action Plan which has developed from consideration of strategies for action.

Identifying Delivery System Benchmarks

Good planning will have a long-range dimension. The Action Plan is an excellent place to capture in writing those benchmarks which form the basis for an ongoing vocational education delivery system. Some of the benchmarks can be drawn from the agency's goals and objectives for vocational education. Most planners like to place the benchmarks in the first section of the plan. Some of the benchmarks should have multi-year projections. A format showing a three-year projection is adequate for most benchmarks, however, it may be helpful to extend projections beyond three years. This can aid in future program reviews and planning.

Important benchmarks include:

1. The agency's goals and objectives for vocational education.
2. The percentage and number of grades 9-12 student population to be served by vocational education annually.
3. A list of programs (with codes) to be offered in the future. (Program start-ups or deletions should be noted).
4. Projected staffing requirements.
5. Projected budget needs for special program components, i.e. instructional equipment.

Frequently, plans display other pertinent data such as employment demand statistics and school enrollment projections. Local needs and desires will dictate overall plan content.

To prepare a written plan, the following activities should be considered:

1. Select the writer/writers of the plan.
2. Prepare a tentative draft of the plan.
3. Secure planning group reaction to the tentative plan.
4. Revise the plan as necessary.

The preparation of a plan document can be accomplished by one person who can assimilate the ideas and concepts of the planning group and communicate the same in writing. An alternative to a single author is to have the various sections of the plan written by a number of authors with the final document edited by a single individual.

STEP 13 – Enlist Support For Plan Implementation

The final task of the planning group is to provide guidance and advice to the PR/P Coordinator in seeking support for the plan. The planning group should recommend who should review and take action on the plan. *Tentative* support should be gained from the local school administration and board before sharing and gaining support of the CEPD and other regional agencies. *Final* board approval should be secured following modifications resulting from input gained from the CEPD and other agencies in the region.

STEP 14 – Implement Plan

District administrators and the PR/P Coordinator retain the prime obligation for providing the leadership and support to implement the plan. The PR/P Coordinator should take continuous and informal readings as to the degree to which proposed plans are implemented and reflected in daily operations. Accountability during this period is essential if objectives are to be met.

STEP 15 – Monitor and Reassess

Every year the Action Plan should be reviewed and its impact on the delivery system evaluated. In addition to the informal monitoring that will be performed by the PR/P Coordinator, periodic progress reports can be helpful in monitoring the status of the plan. These reports and an annual review of achievements are the means for determining the impact of the plan and provide the basis for extending plan activities into the next year. The annual evaluation process should cause a review of the goals and objectives which continue to serve as the foundation of the plan.

An ongoing planning group should be involved in reviewing the status of plan activity periodically and also be involved in the annual review of the plan.

SUMMARY

The planning process presented in this Handbook should serve as a guide for local education agency efforts. Each local situation presents an opportunity to "customize" various aspects of the process to be of maximum value. If sound planning principles and practices are not circumvented, creativity in planning can be rewarding.

TAB 1:
THE PROGRAM REVIEW INSTRUMENT

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Attachments

1 – District Level Goals and Objectives
2 – District Level Questions
3 – Program Level Goals and Objectives
4 – Program Level Questions
5 – Sample Questionnaire
6 – Matrices

THE PROGRAM REVIEW INSTRUMENT

Questionnaires

The Program Review Instrument is designed to review programs at the district level and at the program level. Depending upon the size of the education agency and/or the number of programs involved, a decision may be made to review a certain number of programs each year rather than all programs at once, so as to control the amount of activity. For the District Level Review, questionnaires have been prepared for the following nine groups: placement personnel, vocational administrators, guidance personnel, teachers, advisory committee members, cooperative education coordinators, special education personnel and others. For the Program Level Review, eight questionnaires have been prepared, for the same groups except special education personnel. The PR/P Committee should determine which of the questionnaires should be used for response by individuals. The total number of questions included in each of the questionnaires varies, as displayed in Table 1.

The questions on the Program Review instrument are categorized into seven planning components, specifically: Administration and Finance, Population/Access, Community Involvement, Personnel, Student Services, Facilities and Equipment, and Instructional Program. In the front of this Handbook a goal and several objectives for each of the planning components within the total Program Review are displayed. Table 2 indicates the respondent group questionnaires that include questions about the various planning components.

Table 3 is a cross-reference index which displays the location of questions in either the district level or program level questionnaires and identifies the goal and objectives with which each question is linked. The Table shows that questions about Finance and Administration, Personnel, and Student Services are located exclusively within the District Level Review. Likewise, it shows that questions about Facilities and Equipment, and Instructional Program are located exclusively within the Program Level Review. Questions about Population and Access, as well as Community Involvement are found in both the District and Program Level Reviews.

TABLE 1

Number of Program Review Questions in District Level and Program Level Questionnaires For Respondent Groups

Respondent Group	Number of District Level Questions (115)	Number of Program Level Questions (85)
Placement Personnel	58	9
Vocational Administrators	115	85
Guidance Personnel	85	10
Teachers	81	85
Advisory Committee Members	20	31
Students	36	42
Co-op Coordinators	49	10
Special Education Personnel	15	—
Others	115	85

TABLE 2

Program Review Sections (Planning Components) Included in District Level and Program Level Questionnaires by Respondent Groups*

Program Review Sections (Planning Components)	District Level									Program Level								
	P	VA	G	T	AC	S	CC	SE	O	P	VA	G	T	AC	S	CC	SE	O
I. Administration and Finance	X	X	X	X	X	–	X	–	X	–	–	–	–	–	–	–	–	–
II. Population/Access	–	X	X	–	–	–	–	–	X	X	X	X	X	–	–	–	–	X
III. Community Involvement	X	X	X	X	X	X	X	–	X	–	X	–	X	X	–	–	–	X
IV. Personnel	X	X	X	X	–	X	X	–	X	–	–	–	–	–	–	–	–	–
V. Student Services	X	X	X	X	X	X	X	X	X	–	–	–	–	–	–	–	–	–
VI. Facilities and Equipment	–	–	–	–	–	–	–	–	–	–	X	–	X	X	X	–	–	X
VII. Instructional Program	–	–	–	–	–	–	–	–	–	X	X	X	X	X	X	X	–	X

*GROUPS
P= Placement Personnel
VA= Vocational Administrators
G= Guidance Personnel
T= Teachers
AC= Advisory Committee Members
S= Students
CC= Co-op Coordinators
SE= Special Education Personnel
O= Others

TABLE 3

Secondary Vocational Education Program Review Goals, Objectives, and Questions

CROSS REFERENCE INDEX

Goal/PR Section (Planning Component): Objective	Questions – Code Number	
	District Level	Program Level
I. Finance and Administration		
A	1-3	–
B	4-6	–
C	7-12	–
D	13-14	–
E	15-18	–
F	19-26	–
II. Population/Access		
A	–	301-304
B	27-31	–
C	–	305-307
III. Community Involvement		
A	–	308-319
B	32-43	–
IV. Personnel		
A	44-48	–
B	49-56	–
C	57-63	–
V. Student Services		
A	64-79	–
B	80-83	–
C	84-93	–
D	94-108	–
E	109-112	–
F	113-115	–
VI. Facilities and Equipment		
A	–	320-322
B	–	323-331
C	–	332-333
VII. Instructional Program		
A	–	334-355
B	–	356-374
C	–	375-385

As stated previously, the entire set of goals and objectives for the Secondary Vocational Education Program Review are included in the front of this Handbook. The goals and objectives for the District Level Review only are included as Attachment 1 (within TAB 1) followed by a list of all the district level questions and a matrix which indicates which group's questionnaire includes each question (see Attachment 2). Similarly, the program level goals and objectives (Attachment 3) are followed by all the program level questions and a matrix (Attachment 4).

The verbiage of many of the questions has been modified somewhat within the various questionnaires. For example, program level question code 347 reads: "Are students periodically informed of their progress in achieving objectives and/or tasks?" The same question on the Program Level Student Questionnaire reads: "Are you told about your progress in achieving tasks and/or objectives."

A sample District Level Advisory Committee Questionnaire is inlcuded as Attachment 5.

Matrices

To facilitate the answering of certain questions, a few matrices (see Attachment 6) have been provided which should be completed by specified respondent groups prior to their completion of a questionnaire. Table 4 lists those matrices and indicates the questions they help answer. When "Review matrix only" is indicated on the Table, a copy of the completed matrix (or directions for accessing the completed matrix) should be provided along with the questionnaires. The Table indicates that certain matrices need not be completed since a Program Review/Planning Data Sheet is available from V-TES which supplies the necessary data. Those particular matrices, however, serve as a reference for individuals seeking to visualize such a data display, but do not have access to the V-TES PR/P data sheet. A planning sheet to help determine the number of matrices needed for the total review is included as Appendix B-3.

Reviewer Identification

Detailed information regarding the selection of PR participants and the assignment of a review number is included in Appendix G. The top sheet of each questionnaire should be completed before the questionnaires are distributed to the PR participants.

Source of PR Materials/Data Processing Services

Program Review information, materials, and data processing services may be requested through:

Michigan Vocational Education Resource Center
133 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Questions should be directed to:

Currin Cooley
1-800-292-1606

TABLE 4
Matrices To Be Completed by Respondent Groups+

Matrix Number	Matrix Title	Accompanies Level/Code #	P	VA	G	T	AC	S	CC	SE	O
1	"Job Placement"	District 93	X Q #55	Review Matrix Only Q #93	Review Matrix Only Q #68	—	—	—	—	—	Review Matrix Only Q #93
2	*"Program Enrollment By Population Type"	Program 305	—	X Q #5	—	Review Matrix Only Q #5	—	—	—	—	Review Matrix Only Q #5
3	*"Program Completion By Population Type"	Program 306-307	—	X Q #6-7	—	Review Matrix Only Q #6-7	—	—	—	—	Review Matrix Only Q #6-7
4	"Equipment, Tools and Supplies Needing To Be Acquired, Replaced or Repaired"	Program 332	—	X Q #32	—	X Q #32	X Q #19	X Q #19	—	—	X Q #32
5	"Instructional Materials Used In The Program	Program 350	—	X Q #50	—	X Q #50		X Q #18			X Q #50
6	"Vocational Student Organization (VSO) Enrollment By Population Type"	Program 364	—	Review Matrix Only Q #64	—	X Q #64	—	—	—	—	Review Matrix Only Q #64

+Key

P= Placement Personnel
VA= Vocational Administrators
G= Guidance Personnel
T= Teachers
AC= Advisory Committee Members
S= Students
CC= Co-op Coordinators
SE= Special Education Personnel
O= Others

*A Program Review/Planning Data Sheet is available from V-TES, Area Planning and Development Unit, which may be used in place of this matrix.

DISTRICT LEVEL
SECONDARY VOCATIONAL EDUCATION
GOALS AND OBJECTIVES

	Questions: Code #
I. Finance/Administration	
Goals and objectives, a financial management system and a planning system have been established for vocational education.	
A. Goal(s) and objective(s) for vocational education have been adopted which are consistent with the Michigan State Plan for Vocational Education.	1-3
B. An organizational plan and administrative job descriptions specify roles and responsibilities for vocational education personnel.	4-6
C. A non-discriminatory plan has been implemented for employing vocational education personnel.	7-12
D. The annual vocational education budget reflects state guidelines.	13-14
E. The vocational program(s)' accounting system and financial records are in accordance with federal and state guidelines.	15-18
F. Vocational education is formally planned.	19-26
II. Population/Access	
Access to vocational programs which result in related employment and/or continuing education is provided to all students.	
B. Access to vocational education for all students is facilitated by providing optimum programming.	27-31
III. Community Involvement	
Representatives of the community cooperate to improve the vocational education delivery system.	
B. A formal communication system is maintained to effectively utilize community resources, establish linkages with other employment and training programs, and promote vocational education.	32-43
IV. Personnel	
Qualified personnel are employed to teach, provide support services for, and administer vocational programs.	
A. Personnel are certified or approved, and have written job descriptions.	44-48
B. Personnel participate in professional development activities.	49-56
C. Personnel communicate formally and informally to facilitate the operation of vocational programs.	57-63

V. Student Services	Questions: Code #
Guidance, placement, and other services/options are provided to students.	
A. Guidance personnel, in a non-discriminatory manner, help students to select and continue their participation in vocational programs.	64-79
B. Guidance activities are coordinated for area or shared-time programs through the use of a written plan and a communication system.	80-83
C. Job placement services which are non-discriminatory and are coordinated through the use of a written plan and a communication system are provided to students, graduates, and dropouts.	84-93
D. The necessary support services are provided and staff is encouraged to interact to maximize opportunities for special population students to succeed in vocational programs.	94-108
E. Cooperative education opportunities are available on a non-discriminatory basis, and are designed to complement vocational programs.	109-112
F. An appropriate student follow-up study is conducted and reviewed.	113-115

Goals/ Objs.	Code #	District Level Questions	Respondents								
			P	A	G	T	AC	S	CC	SE	O
IA	1	Does the agency have written goals and objectives for vocational education?	X	X	X	X	X		X		X
IA	2	Are the goals and objectives consistent with those expressed in the Michigan State Plan for Vocational Education?		X							X
IA	3	Have the goals and objectives been adopted by the board of education?		X							X
IB	4	Is there an organizational plan which describes the administrative/staff relationships for vocational education?		X							X
IB	5	Have personnel been identified to administer vocational programs?		X		X					X
IB	6	Are the responsibilities for the administration of vocational education included in a written job description(s)?		X							X
IC	7	Is the percentage of vocational education teachers by racial/ethnic category comparable to the percentage of 9-12 vocational education students by racial/ ethnic category?		X							X
IC	8	Is the percentage of vocational education teachers by sex comparable to the percentage of 9-12 vocational education students by sex?		X							X
IC	9	Is the percentage of physically handicapped vocational education teachers comparable to the percentage of 9-12 physically handicapped vocational education students?		X							X
IC	10	Are any individuals teaching vocational programs which are considered non-traditional for their sex and/or has the effort to hire such individuals been documented?		X							X
IC	11	Are the individuals of differing racial/ethnic categories administering vocational programs and/or has the effort to hire such individuals been documented?		X							X
IC	12	Are individuals of both sexes administering vocational programs and/or has the effort to hire such individuals been documented?		X							X
ID	13	Does the budget specify funds for each program code?		X		X					X

Attachment 2

Goals/ Objs.	Code #	District Level Questions	Respondents								
			P	A	G	T	AC	S	CC	SE	O
ID	14	Does the budget reflect expenditure guidelines as stated in the Administrative Guide for Vocational Education?		X		X					X
IE	15	Is an accounting system used which provides expenditure data at the program level?		X		X					X
IE	16	Are vocational education financial records maintained for five years?		X							X
IE	17	Are added cost funds or per pupil allowances expended for only vocational education purposes as stated in the Administrative Guide?		X		X					X
IE	18	Did the district meet the 25% local share for receipt of added cost state aid during the past fiscal year?		X							X
IF	19	Is there a formal vocational education planning process used by this education agency?	X	X	X	X	X		X		X
IF	20	Is this education agency involved in vocational education planning at the Career Education Planning District (CEPD) level?	X	X	X	X	X		X		X
IF	21	Are procedures for admitting students into vocational programs documented and available upon request?	X	X	X	X	X		X		X
IF	22	Is student interest information considered when planning vocational programs?		X	X	X	X				X
IF	23	Have enrollment records been analyzed over the past three years to indicate whether enrollments have remained constant, increased, or decreased?		X		X					X
IF	24	Are the results of the Secondary Vocational Student Follow-up Survey used to revise and improve programs?	X	X	X	X	X		X		X
IF	25	Does this education agency coordinate the development and delivery of vocational education with other agencies/programs that provide employment and training such as CETA, private occupational schools, and apprenticeships?		X	X	X	X				X
IF	26	Has the percentage of grades 9-12 student population to be served by all vocational programs been identified by the education agency?		X							X

Goals/ Objs.	Code #	District Level Questions	Respondents								
			P	A	G	T	AC	S	CC	SE	O
IIB	27	Does the percentage of students by population type enrolled in all vocational programs equal or exceed the percentage of such students in grades 9-12? (Compare Vocational Education Data System -- VEDS with School Census Data Form--SC-4203)		X							X
IIB	28	Are at least fifteen wage-earning vocational programs legally accessible to students?		X							X
IIB	29	Are extended school day vocational programs offered as needed?		X	X						X
IIB	30	Are extended school year vocational programs offered as needed?		X	X						X
IIB	31	Are programs contracted with business, industry, or other educational agencies as needed?		X	X						X
IIIB	32	Is a list of community resources maintained (such as professional and service organizations, employers, and people with non-traditional jobs)?	X	X	X	X			X		X
IIIB	33	Have procedures been established for the use of community resources?	X	X	X	X			X		X
IIIB	34	Are community resources used in vocational programs?	X	X	X	X	X	X	X		X
IIIB	35	Are the community resources utilized formally evaluated?	X	X	X	X		X	X		X
IIIB	36	Are presentations about vocational education made to students and staff?	X	X	X	X	X	X	X		X
IIIB	37	Are presentations about vocational education made within the community?	X	X	X	X	X	X	X		X
IIIB	38	Are arrangements made for parents to visit vocational programs or observe them by some media technique?	X	X	X	X		X	X		X
IIIB	39	Are materials available which describe the goals, objectives, and admission procedures for vocational programs?	X	X	X	X	X	X	X		X
IIIB	40	Have vocational program information materials been distributed within the school?	X	X	X	X		X	X		X
IIIB	41	Are the vocational program information materials used non-discriminatory and non-stereotyped?	X	X	X	X		X	X		X

Goals/ Objs.	Code #	District Level Questions	Respondents								
			P	A	G	T	AC	S	CC	SE	O
IIIB	42	Is vocational program information communicated in a variety of ways (radio, news stories, television, etc.) within the community?	X	X	X	X	X	X	X		X
IIIB	43	Are students informed about other agencies/programs that provide employment and training such as CETA, private occupational schools, and apprenticeships?	X	X	X	X		X	X		X
IVA	44	Do vocational staff members have written job descriptions which are stated in performance terms?	X	X	X	X			X		X
IVA	45	Do all of the teachers of vocational programs have valid vocational certificates for their particular programs?		X		X			X		X
IVA	46	Are all guidance personnel certified to provide guidance services to students?		X	X						X
IVA	47	Does the vocational education administrator meet the Michigan Department of Education, Vocational-Technical Education Service requirements?		X							X
IVA	48	Is the vocational education administrator's position reimbursed by the Vocational-Technical Education Service?		X							X
IVB	49	Are vocational education personnel members of professional vocational education organizations?	X	X	X	X			X		X
IVB	50	Do vocational education personnel have a written professional and/or occupational skill development plan which has been reviewed and/or approved by the administration?	X	X	X	X			X		X
IVB	51	Have vocational education personnel participated in inservice activities during the past twelve months?	X	X	X	X			X		X
IVB	52	Have vocational education personnel been inserviced in competency based education through a Michigan Department of Education workshop, university course, or local workshop?	X	X	X	X			X		X
IVB	53	Have vocational education administrators and teachers been inserviced in the Michigan Department of Labor "Safety Education and Training Division Workshop", or an equivalent, on classroom/laboratory safety?		X		X					X
IVB	54	Have vocational education personnel been inserviced in the use of the occupational information center and its services?	X	X	X	X			X		X

Goals/ Objs.	Code #	District Level Questions	Respondents								
			P	A	G	T	AC	S	CC	SE	O
IVB	55	Have vocational education personnel been inserviced about sex equity?	X	X	X	X			X		X
IVB	56	Have vocational education personnel received recognition, incentives, or feedback for participating in professional and/or occupational skill development activities?	X	X	X	X			X		X
IVC	57	Have vocational education personnel participated in vocational education advisory/craft committee meetings?	X	X	X	X			X		X
IVC	58	Do vocational education personnel participate on educational committees (other than advisory/craft) at the building, local school district, region, or state level?	X	X	X	X			X		X
IVC	59	Do vocational education administrators, teachers, and guidance personnel participate on the Individualized Educational Planning Committee for handicapped students?		X	X	X					X
IVC	60	Do vocational education administrators, teachers, and guidance personnel review the Individualized Education Programs of handicapped students?		X	X	X					X
IVC	61	Do vocational education administrators, teachers, and guidance and placement personnel inform the administration of the financial needs of your program?	X	X	X	X					X
IVC	62	Are support services available for special population students (handicapped persons, members of minority groups, disadvantaged persons, persons of limited English proficiency, and women)?	X	X	X	X		X	X		X
IVC	63	Do vocational education personnel use support services for special population students?	X	X	X	X		X	X		X
VA	64	Do guidance personnel provide vocational guidance services to students?	X	X	X	X		X	X		X
VA	65	Do guidance personnel have adequate time to assist students to make informed vocational program and occupational choices?	X	X	X	X		X	X		X
VA	66	Do guidance personnel try to determine why some non-college bound students do not enroll in vocational programs?	X	X	X	X		X	X		X
VA	67	Do guidance personnel assist students who enter but who do not complete vocational programs to redirect their occupational plans?	X	X	X	X		X	X		X

Goals/ Objs.	Code #	District Level Questions	Respondents								
			P	A	G	T	AC	S	CC	SE	O
VA	68	Do guidance personnel tell students why they were not admitted to the vocational program of their choice?	X	X	X	X		X	X		X
VA	69	Do guidance personnel arrange for students to visit vocational programs or observe them by some media technique?	X	X	X	X		X	X		X
VA	70	Do guidance personnel provide students with occupational interest, aptitude, and achievement tests at appropriate grade levels?	X	X	X	X		X	X		X
VA	71	Are the interest, aptitude, or personality tests used non-discriminatory and non-stereotyped?		X	X						X
VA	72	Do guidance personnel review the results of tests, questionnaires, or surveys with individual students?	X	X	X	X		X	X		X
VA	73	Is an OCCUPATIONAL INFORMATION MATERIALS CENTER available for vocational guidance purposes?	X	X	X	X	X	X	X		X
	STOP	Answer questions 74-79 only if your answer to the previous question was "yes". If your answer was "no", skip to number 80.									
VA	74	Does the center include comprehensive and up-to date occupational materials?	X	X	X	X		X	X		X
VA	75	Does the center include materials about the changing work patterns of men and women?	X	X	X	X		X	X		X
VA	76	Does the center include the Michigan Occupational Information System (MOIS)? If "no", skip to number 78.	X	X	X	X	X	X	X		X
VA	77	Is the center staff inserviced annually on changes in the MOIS?	X	X	X			X			X
VA	78	Are trained personnel assigned to manage the center?		X	X						X
VA	79	Does the center staff maintain records about students' use of the center?		X	X						X
VB	80	Does a written plan provide for the coordination of guidance activities affecting area or shared-time vocational programs?		X	X						X

Goals/ Objs.	Code #	District Level Questions	Respondents								
			P	A	G	T	AC	S	CC	SE	O
VB	81	Is a planned and coordinated orientation program about area or shared-time vocational programs available to staff and students?	X	X	X	X		X	X		X
VB	82	Are meetings scheduled and does communication occur among guidance personnel regarding area or shared-time vocational programs?		X	X						X
VB	83	Does a written policy govern the maintenance and release of student records?	X	X	X	X			X		X
VC	84	Are job placement services provided to vocational students and graduates?	X	X	X	X	X	X			X
VC	85	Are job placement services provided to non-vocational students and graduates?	X	X	X	X	X	X			X
VC	86	Are job placement services provided to dropouts?	X	X	X	X	X	X			X
VC	87	Do job placement services include verification of employment and follow-up support services?	X	X	X	X					X
VC	88	Are job placement services based upon a written plan which includes goals and objectives?	X	X	X						X
VC	89	Do job placement personnel communicate with personnel from agencies such as the Michigan Employment Security Commission (MESC), Michigan Rehabilitation Service (MRS), and Comprehensive Employment and Training Act (CETA)?	X	X	X						X
VC	90	Are placement records maintained which include information such as job opportunities, job placements, and follow-up activities?	X	X	X	X		X			X
VC	91	Are placement services promoted with community organizations and employers by methods such as telephone, personal contact, written communication, and/ or the media?	X	X	X	X	X	X			X
VC	92	Do job placement services include a job registration system for students?	X	X	X	X		X			X
VC	93	Are the percentages of vocational clients placed in jobs proportionate to the percentages of vocational clients eligible for placement in each population group? (see "Job Placement" matrix)	X	X	X						X
VD	94	Does a local interagency agreement coordinate the delivery of vocational education and related services to the handicapped?		X	X	X				X	X

Goals/ Objs.	Code #	District Level Questions	Respondents								
			P	A	G	T	AC	S	CC	SE	O
VD	95	Are all handicapped students provided a continuum of services in the least restrictive environment for vocational education?		X	X	X				X	X
VD	96	Are special population students (see definition in question #62) who are enrolled in special needs programs provided with paraprofessionals and professionals such as resource room teachers, teacher consultants, etc., to promote success in vocational programs?		X	X	X				X	X
VD	97	Are limited English proficiency students provided with guidance personnel and/or interpreters?		X	X	X				X	X
VD	98	Are hearing impaired students provided with guidance personnel and/or interpreters?		X	X	X				X	X
VD	99	Are special population students with special needs provided with modified equipment/learning stations/instructional materials?		X	X	X				X	X
VD	100	Are the services for handicapped students, as listed in the above four items, provided by special education funds?		X						X	X
VD	101	Are related reading, related mathematics, and vocabulary assistance for handicapped students coordinated between special education and vocational education staff?		X	X	X				X	X
VD	102	Is personal counseling for handicapped students coordinated between special education and vocational education staff?		X	X	X				X	X
VD	103	Is job placement for handicapped students coordinated between special education and vocational education staff?	X	X	X	X				X	X
VD	104	Are all remedial mathematics and reading programs available to regular and special needs students?		X	X	X				X	X
VD	105	Are remedial mathematics and reading programs in which special needs students are enrolled directly related to vocational education?		X	X	X				X	X
VD	106	Are handicapped students served by an Individualized Educational Planning Committee prior to enrollment in vocational programs?		X	X	X				X	X
VD	107	Does the list of authorized persons to access confidential special education student records include vocational education administrators or staff?		X						X	X

Goals/ Objs.	Code #	District Level Questions	Respondents								
			P	A	G	T	AC	S	CC	SE	O
VD	108	Are guidance services and activities for special needs students coordinated between the special needs coordinator and regular guidance personnel?		X	X					X	X
	STOP	Answer questions 109-112 only if COOPERATIVE EDUCATION (CO-OP) is offered in this district. If it is not, skip to number 113.									
VE	109	Is cooperative education (co-op) available to all students enrolled in vocational programs that have co-op?	X	X	X	X	X	X	X		X
VE	110	Are students who participate in co-op also enrolled in a vocational education program?		X	X	X		X	X		X
VE	111	Do co-op students receive credit for the cooperative education experience and the related instructional program?		X	X	X		X	X		X
VE	112	Are co-op coordinators provided with sufficient coordination time during the school year, for extended year activities, and for summer activities? (see Administrative Guide for details)		X		X			X		X
VF	113	Is the Secondary Vocational Student Follow-up Survey reviewed by instructional staff, guidance and placement personnel, cooperative education coordinators, advisory committee members, and administrators?	X	X	X	X	X		X		X
VF	114	Are students informed of the purpose and use of the Student Follow-up Survey?		X		X		X			X
VF	115	Did the Follow-up Survey include responses from at least 75% of the students?		X							X

STOP THANK YOU

End of District Level Review.

PROGRAM LEVEL
SECONDARY VOCATIONAL EDUCATION
GOALS AND OBJECTIVES

		Questions: Code #
II.	**Population/Access**	
	Access to vocational programs which result in related employment and/or continuing education is provided to all students.	
	A. The program prepares students for occupations that have employment potential and places an acceptable percentage of those students.	301-304
	C. Program enrollment and completion rates reflect equal access.	305-307
III.	**Community Involvement**	
	Representatives of the community cooperate to improve the vocational education delivery system.	
	A. An advisory committee, composed of appropriate representatives with defined responsibilities, provides advice for the program.	308-319
VI.	**Facilities and Equipment**	
	The program has adequate and appropriate space, facilities, equipment, tools, and supplies.	
	A. Program space provides for a variety of educational activities and conforms to specific requirements.	320-322
	B. Program facilities simulate business/industry conditions, are safe and sanitary, and are accessible to all students.	323-331
	C. Program equipment, tools, and supplies meet the needs of the program.	332-333
VII.	**Instructional Program**	
	The program meets specific requirements, is competency based, and includes alternative instructional techniques.	
	A. The program utilizes a competency based education system which includes goals and instructional objectives and/or tasks, student assessment, and appropriate and adequate instructional materials.	334-355
	B. The program includes alternative instructional techniques such as cooperative education and vocational student organizations.	356-374
	C. The program meets specific requirements.	375-385

Goals/ Objs.	Code #	Program Level Questions	Respondents P	A	G	T	AC	S	CC	O
IIA	301	Did at least 75% of the student completers in this program respond to last year's Secondary Vocational Student Follow-up Survey?*	X	X		X				X
IIA	302	Does the number of statewide job openings for this program equal or exceed the number of statewide current completers for this program code?*	X	X		X				X
IIA	303	Does this program have a related placement rate which equals or exceeds the regional placement rate for the same program code?*	X	X		X				X
IIA	304	Does this program have a related placement rate which equals or exceeds the state related placement rate for the same program code?*	X	X	X	X	X			X
IIC	305	Does this program enroll students by population types in percentages equal to or exceeding the percentages of such students in grades 9-12? (see "Program Enrollment by Population Type" matrix)		X		X				X
IIC	306	Does this program have a completion rate which equals or exceeds the completion rate of all the vocational education programs in the district? (see "Program Completion by Population Type" matrix)		X		X				X
IIC	307	Does this program have a completion rate for students by population type which equals or exceeds the completion rate average for all students enrolled in the program? (see "Program Completion by Population Type" matrix)		X		X				X
IIIA	308	Has a VOCATIONAL EDUCATION ADVISORY COMMITTEE been established to serve this program?		X		X				X

STOP Answer questions 309-319 only if your answer to the previous question was "yes". If your answer was "no", skip to number 320.

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Goals/ Objs.	Code #	Program Level Questions	Respondents							
			P	A	G	T	AC	S	CC	O
IIIA	312	Does the committee have representation of handicapped individuals as found within the program?		X		X				X
IIIA	313	Are the committee members informed of their roles and responsibilities?		X		X	X			X
IIIA	314	Does the committee advise the education agency on current job needs?		X		X	X			X
IIIA	315	Does the committee advise the education agency on the relevance of this program?		X		X	X			X
IIIA	316	Does the committee advise the education agency in developing its program application for submission to the Michigan Department of Education?		X		X	X			X
IIIA	317	Does the education agency have a list of committee members, meeting dates, and committee recommendations on file?		X		X	X			X
IIIA	318	Are actions regarding committee recommendations documented?		X		X	X			X
IIIA	319	Has the committee reviewed this program within the past three years (or, if a new program, at the end of the first year and every three years thereafter)?		X		X	X			X
VIA	320	Does the square footage provided for current enrollment equal or exceed Administrative Guide recommendations?		X		X				X
VIA	321	Is space available for large group instruction, small group instruction, and individual student work?		X		X	X	X		X
VIA	322	Are facilities available for teachers' program planning, materials development, student/parent conferences, and related activities in the community and/or outdoor areas, school or model stores, etc.? (see Administrative Guide for details)		X		X	X			X
VIB	323	Do the facilities and equipment meet insurance, public health, fire, and MIOSHA requirements?		X		X				X
VIB	324	Does storage for supplies and equipment meet the needs of the program?		X		X	X	X		X
VIB	325	Do the facilities have (for student learning and health) adequate noise control?		X		X	X	X		X

Goals/ Objs.	Code #	Program Level Questions	Respondents							
			P	A	G	T	AC	S	CC	O
VIB	326	Do the facilities have adequate air circulation?		X		X	X	X		X
VIB	327	Do the facilities have adequate lighting?		X		X	X	X		X
VIB	328	Are the facilities clean, well managed and orderly, and in a state of repair?		X		X	X	X		X
VIB	329	Do the facilities either reflect a barrier free condition (as expressed in Section 504 of Public Law 93-112, "Rehabilitation Act of 1973") or are they included in a transition plan which identifies needed changes?		X		X				X
VIB	330	Are student lockers and lavatories accessible to both females and males?		X		X	X	X		X
VIB	331	Do the facilities simulate current business/industry conditions (housing conditions when appropriate for consumer and home economics) in layout, furnishings, equipment, etc.?		X		X	X	X		X
VIC	332	Are equipment, tools, and supplies in good working condition and sufficient to accomplish the instructional objectives? (see "Equipment, Tools, and Supplies Needing to be Acquired, Replaced or Repaired" matrix)		X		X	X	X		X
VIC	333	Are equipment, tools, and supplies sufficient to meet enrollments?		X		X	X	X		X
VIIA	334	Is the curriculum for this program stated in competency based education terms?		X		X				X
VIIA	335	Has a list of goals, objectives, and/or tasks been distributed to students, counselors, parents, advisory committee members, administrators, and placement personnel?	X	X	X	X	X	X		X
VIIA	336	Are the goals, objectives, and/or tasks relevant and current as indicated by instructional staff, placement personnel, and advisory committee members?	X	X		X	X			X
VIIA	337	Have the objectives and/or tasks been articulated with a postsecondary institution and documented in a written agreement?		X	X	X				X
VIIA	338	Is a list of tasks performed by workers in this occupational area used as a basis for instructional objectives and course content?		X		X	X			X
VIIA	339	Have the objectives and/or tasks been developed using outside resources (Vocational-Technical Education Consortium of States (V-TECS), Interstate Distributive Education Curriculum Consortium (IDECC), articulation projects, etc.)?		X		X				X

Goals/ Objs.	Code #	Program Level Questions	Respondents							
			P	A	G	T	AC	S	CC	O
VIIA	340	Does the number and type of objectives and/or tasks to be achieved vary to meet the needs of regular, gifted, and special population students (handicapped persons, disadvantaged persons, persons of limited English proficiency, members of minority groups, and women)?		X		X				X
VIIA	341	Do students receive "employability skills" instruction while in this program?	X	X		X	X	X		X
VIIA	342	Do the objectives and/or tasks include health and safety?		X		X	X	X		X
VIIA	343	Are the objectives and/or tasks included in instructional modules or lesson plans?		X		X				X
VIIA	344	Are the objectives and/or tasks part of a classroom management plan which determines timelines for student achievement?		X		X				X
VIIA	345	Does the student assessment system include appropriate measures such as criterion-referenced written and performance tests, standardized occupational competency tests, or observation instruments?		X		X				X
VIIA	346	Does the assessment system include a record of each student's achievement of tasks and instructional objectives?		X		X		X		X
VIIA	347	Are students periodically informed of their progress in achieving objectives and/or tasks?		X		X		X		X
VIIA	348	Are students' grades based upon the achievement of tasks and objectives?		X		X		X		X
VIIA	349	Do students receive a certificate of completion which lists the objectives and/or tasks successfully completed?	X	X	X	X	X	X		X
VIIA	350	Are a variety of instructional materials used to accommodate the learning styles of individual students? (see "Instructional Materials Used in the Program" matrix)		X		X		X		X
VIIA	351	Are instructional materials identified for each task and instructional objective?		X		X				X
VIIA	352	Are instructional materials available in quantities sufficient to meet enrollments?		X		X		X		X

Goals/ Objs.	Code #	Program Level Questions	Respondents P	A	G	T	AC	S	CC	O
VIIA	353	Are the instructional materials used free from bias regarding race, sex-stereotyping (The assumption that people's interests and abilities are determined by their sex), sex-discrimination (Actions preventing equal opportunity or access to a particular sex), and handicap?		X		X		X		X
VIIA	354	Are the instructional materials evaluated by staff?		X		X				X
VIIA	355	Is a list of instructional materials available at both the building and district level?		X		X				X

STOP

Answer questions 356-364 only if this program has a VOCATIONAL STUDENT ORGANIZATION --

- BOEC - Business and Office Education Clubs
- DECA - Distributive Education Clubs of America
- FFA - Future Farmers of America
- FHA-HERO - Future Homemakers of America-Home Economics Related Occupations
- HOSA - Health Occupations Students of America
- VICA - Vocational Industrial Clubs of America

If there is no VOCATIONAL STUDENT ORGANIZATION, skip to the next STOP

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Goals/ Objs.	Code #	Program Level Questions	Respondents							
			P	A	G	T	AC	S	CC	O
VIIB	362	Have members participated during the past year in local activities?		X		X		X		X
VIIB	363	Have members participated during the past year in district, regional, state, and/or national activities?		X		X		X		X
VIIB	364	Does the organization include students by population types in percentages proportionate to the percentages of such students who are eligible for membership? (see "Vocational Student Organization (VSO) Enrollment by Population Type" matrix)		X		X				X

STOP Answer questions 365-374 only if this program includes COOPERATIVE EDUCATION (CO-OP). If there is no co-op, skip to the next STOP

VIIB	365	Is co-op promoted in student handbooks, bulletin boards, class presentations, meetings with employers, etc.?		X	X	X	X	X	X	X
VIIB	366	Do co-op coordinators visit each cooperative education student and employer while the student is on the job?		X		X		X	X	X
VIIB	367	Have co-op goals, objectives, policies, and procedures been distributed to students, employers, counselors, parents, advisory committee members, and administrators?	X	X	X	X	X	X	X	X
VIIB	368	Do co-op coordinators conduct student evaluations with employers which are reviewed with the student and kept on file?		X		X		X	X	X
VIIB	369	Do co-op employers provide employment experience for a minimum of 15 hours per week?		X	X	X		X	X	X
VIIB	370	Do co-op employers provide adult supervision for co-op students while they are on the job?		X		X		X	X	X
VIIB	371	Are co-op training agreements written, signed, and on file with the employer of each cooperative education student prior to employment?		X		X		X	X	X
VIIB	372	Is the co-op training agreement comparable to or the same as the Vocational-Technical Education Service recommended form?		X		X			X	X

Goals/ Objs.	Code #	Program Level Questions	Respondents							
			P	A	G	T	AC	S	CC	O
VIIB	373	Are co-op training plans developed jointly by employers and coordinators and reviewed with students?		X		X		X	X	X
VIIB	374	Are the tasks listed on co-op training plans used as a basis for measuring student achievement?		X		X		X	X	X

STOP Answer questions 375-382 only if this is a PRODUCTION AGRICULTURE PROGRAM. If this is not a production agriculture program, skip to the next STOP

VIIC	375	Are the production agriculture program's supervised occupational experiences planned to accommodate individual student's abilities, geographic location, and occupational objectives?		X		X	X	X		X
VIIC	376	Are at least four on-site visits provided for each student on supervised occupational experience during a twelve-month period?		X		X	X	X		X
VIIC	377	Does the supervised occupational experience provide for a maximum student-teacher ratio of 88 to 1?		X		X				X
VIIC	378	Do students on supervised occupational experience maintain accurate and up-to-date records including financial transactions and skills acquired during the program?		X		X	X	X		X
VIIC	379	Does the instructor submit an annual report of the students' occupational experience program to the school administration?		X		X				X
VIIC	380	Is the instructor employed on an extended school year contract to provide for the education and supervision of students during summer months?		X		X				X
VIIC	381	Does the instructor have a minimum of one hour per instructional day for preparation and one hour for supervision of occupational experience programs?		X		X				X
VIIC	382	Does the instructor submit a planned program of summer activities to the administration?		X		X				X

Goals/ Objs.	Code #	Program Level Questions	Respondents P	A	G	T	AC	S	CC	O
	STOP	Answer questions 383-385 only if this is a CONSUMER HOME ECONOMICS PROGRAM. If it is not, you are finished.								
VIIC	383	Does the consumer home economics program consist of at least four different subject matter courses which operate each school year? (see Administrative Guide for details)		X	X	X		X		X
VIIC	384	Does the consumer home economics program include a consumer education course, at least a semester in length, which operates each school year?		X	X	X		X		X
VIIC	385	Does the consumer home economics program include a parenthood education component which operates each school year in either a semester course of family living or child development?		X	X	X		X		X

STOP THANK YOU

End of Review for this Program.

CEPD # _____

ADVISORY COMMITTEE MEMBER
Questionnaire

Attachment 5

PROGRAM REVIEW*
District Level

Education Agency: _____

Name of Reviewer _____

Job Title _____

Building Name _____

Date of Review _____

This instrument is for local use only and data generated through its use will not be collected by the Michigan Department of Education.

*Developed by the Michigan Department of Education Vocational-Technical Education Service for use by Michigan secondary education agencies.

October, 1981

Revised November 1981

REVIEW NUMBER: 1 _ _ 5 _ _ _ _ 1

Level of Review
- 1 - District
- 2 - Program

Building
- Number assigned by PR/P Coordinator

Type of Questionnaire
- 1 - Placement Personnel
- 2 - Vocational Administrator
- 3 - Guidance Personnel
- 4 - Teacher
- 5 - Advisory Committee Member
- 6 - Student
- 7 - Co-op Coordinator
- 8 - Special Education Personnel
- 9 - Others

Individual Reviewer

O.E. Code: _ _ - _ _ _ _ 9

may be completed for these groups:
- -teachers
- -advisory committee members
- -students
- - others

General Information and Directions

This education agency is reviewing its overall vocational program. You have been identified as an individual who has valuable knowledge upon which to base an opinion regarding the status of that program.

The questionnaire that follows includes 20 questions. You are asked to record the one response which most approximates your opinion by placing a "✓" in the appropriate box.

To guide your selection, the response categories are listed below, with a brief explanation:

No:	In your opinion the answer to the question is either a definite **NO**, or that in the majority of cases, "Improvement is needed."
Yes:	In your opinion the answer to the question is either a definite **YES**, or that in the majority of cases, "Improvement is not needed."
Not Necessary or Not Applicable:	In your opinion, for some reason, the question does not apply to the vocational program in this education agency.
No Opinion or Don't Know:	You either think that an opinion is unnecessary, or you simply have no information on which to base an opinion.

PLEASE!!! – Select and "✓" **one** of the four above responses for each question.

If you have any comments you wish to add, please write them on a separate sheet of paper. Include your name, review number, and the question number as a reference.

Example: **Comments** – John Doe, 1011-0024
6. XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
23. XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
etc.

Thank you for your cooperation.

SECONDARY VOCATIONAL EDUCATION PROGRAM REVIEW

District Level – (20 Questions)

For Use By:
Advisory Committee Members

Please indicate your response with a check (✓):

	- IMPROVEMENT IS NEEDED (NO)	- IMPROVEMENT IS NOT NEEDED (YES)	NOT NECESSARY OR NOT APPLICABLE	NO OPINION OR DON'T KNOW	
1. Does the agency have written goals and objectives for vocational education?					1
2. Is a formal vocational education planning process used by this education agency?					19
3. Is this education agency involved in vocational education planning at the Career Education Planning District (CEPD) level?					20
4. Are procedures for admitting students into vocational programs documented and available upon request?					21
5. Is student interest information considered when planning vocational education programs?					22
6. Are the results of the Secondary Vocational Student Follow-up Survey used to revise and improve programs?					24
7. Does this education agency coordinate the development and delivery of vocational education with other agencies/programs that provide employment and training such as CETA, private occupational schools, and apprenticeships?					25
8. Are community resources used in vocational programs?					34
9. Do you make presentations about vocational education to students and staff?					36
10. Do you make presentations about vocational education within the community?					37
11. Are materials available which describe the goals, objectives, and admission procedures for vocational programs?					39
12. Is vocational program information communicated in a variety of ways (radio, news stories, television, etc.) within the community?					42
13. Is an **OCCUPATIONAL INFORMATION MATERIALS CENTER** available for vocational guidances purposes?					73

STOP

Answer question 14 only if your answer to the previous question was yes. If your answer was no, skip to number 15.

14. Does the center include the Michigan Occupational Information System (MOIS)?					76
15. Are job placement services provided to vocational students and graduates?					84
16. Are job placement services provided to non-vocational students and graduates?					85
17. Are job placement services provided to dropouts?					86
18. Are placement services promoted with community organizations and employers by methods such as telephone, personal contact, written communication, and/or the media?					91

STOP

Answer question 19 only if **COOPERATIVE EDUCATION (CO-OP)** is offered in this education agency. If not skip to number 20.

19. Is co-op available to all students enrolled in a vocational program that has co-op?					109
20. Do advisory committee members review the Secondary Vocational Student Follow-up Survey?					113

STOP THANK YOU

End of District Level Review.

DIRECTIONS FOR COMPLETING
THE
JOB PLACEMENT MATRIX

Education Agency: _____

Prepared By: _____

PLEASE FOLLOW THESE DIRECTIONS TO RESPOND TO PROGRAM REVIEW QUESTION CODED 93:

1. Enter placement data on the following two-page Job Placement Matrix (Part I and II) using Vocational Education Data System (VEDS) definitions.

2. After completing Parts I and II of the Job Placement Matrix, transfer the percentages from column F of each Part to this page. Determine whether or not the percentages are proportionate (check "yes" if the percentage placed equals or exceeds the percentage eligible; check "no" if the percentage placed is less than the percentage eligible).

Population Groups	Percentage of Total Vocational Clients Eligible (Part I, Column F)	Percentage of Total Vocational Clients Placed (Part II, Column F)	Is Percentage Proportionate? YES	NO
TOTAL POPULATION				
1. Handicapped				
2. Race: American Indian/ Alaskan Native				
Asian or Pacific Islander				
Black, Not Hispanic				
Hispanic				
White, Not Hispanic				
3. Limited English Proficiency				
4. Sex: Female				
Male				

Attachment 6 - MATRIX - 1a

Count each client only once

JOB PLACEMENT
PART I: Clients Eligible for Job Placement

A Population Groups		C Students			D Graduates			E Dropouts			F Total*
		Voc. Ed. Completers	Voc. Ed. Leavers	Subtotal	Voc. Ed. Completers	Voc. Ed. Leavers	Subtotal	Voc. Ed. Completers	Voc. Ed. Leavers	Subtotal	
TOTAL POPULATION	n										
	%										100%
1. Handicapped	n										
	%										
2. Race: American Indian/ Alaskan Native	n										
	%										
Asian or Pacific Islander	n										
	%										
Black, Not Hispanic	n										
	%										
Hispanic	n										
	%										
White, Not Hispanic	n										
	%										
3. Limited English Proficiency	n										
	%										
4. Sex: Female	n										
	%										
Male	n										
	%										

*Percentages in Column F should equal 100% for "Race" and "Sex" categories.

Attachment 6 - MATRIX - 1b

Count each client only once

JOB PLACEMENT
PART II: Clients Placed on Jobs

A Population Groups		C Students			D Graduates			E Dropouts			F Total*
		Voc. Ed.			Voc. Ed.			Voc. Ed.			
		Completers	Leavers	Subtotal	Completers	Leavers	Subtotal	Completers	Leavers	Subtotal	
TOTAL POPULATION	n										
	%										100%
1. Handicapped	n										
	%										
2. Race: American Indian/ Alaskan Native	n										
	%										
Asian or Pacific Islander	n										
	%										
Black, Not Hispanic	n										
	%										
Hispanic	n										
	%										
White, Not Hispanic	n										
	%										
3. Limited English Proficiency	n										
	%										
4. Sex: Female	n										
	%										
Male	n										
	%										

*Percentages in Column F should equal 100% for "Race" and "Sex" categories.

DIRECTIONS FOR COMPLETING
THE
CODE PROGRAM ENROLLMENT BY POPULATION TYPE MATRIX

PLEASE FOLLOW THESE DIRECTIONS TO RESPOND TO PROGRAM REVIEW QUESTION CODED 305:

1. Enter the respective percentages of each population type in the 9-12 enrollment at the top of columns C-L.

2. List the Code and/or Program Descriptor in column A.

3. Enter the total enrolled in column B.*

4. Determine (and enter) the "Target Enrollment" for each population type by multiplying the percentage listed at the top of the column by the "Total Enrolled".

5. Enter the actual enrollment of males, females, whites, etc. in columns C-L.*

6. Compare the actual enrollment to the target enrollment. If the actual enrollment equals or exceeds the target enrollment, write "yes" under the "Proportionate" header in columns C-L. If the actual enrollment is less than the target enrollment, write "no".

*Transfer appropriate data to the matrix from Form VE-4301, "Secondary Vocational Enrollment and Termination Report".

Note: A Program Review/Planning Data Sheet, available from the V-TES Area Planning and Development Unit, can be used instead of this matrix.

PROGRAM ENROLLMENT BY POPULATION TYPE

Education Agency: _____
Prepared by: _____

A	B	C (__%) Male % of Population			D (__%) Female % of Population			E (__%) White, not of Hispanic Origin % of Population			F (__%) Black, not of Hispanic Origin % of Population			G (__%) Hispanic % of Population			H (__%) American Indian or Alaskan Native % of Population			I (__%) Asian or Pacific Islander % of Population			J (__%) Limited English Proficiency % of Population			K (__%) Handicapped % of Population			L (__%) Disadvantaged % of Population		
Program Code and/or Program Descriptor	Total Enrolled	Target Enrollment	Male Enrollment	Proportionate:* yes/no	Target Enrollment	Fem. Enrollment	Proportionate: yes/no	Target Enrollment	Wht. Enrollment	Proportionate: yes/no	Target Enrollment	Blk. Enrollment	Proportionate: yes/no	Target Enrollment	Hsp. Enrollment	Proportionate: yes/no	Target Enrollment	Ind. Enrollment	Proportionate: yes/no	Target Enrollment	Asn. Enrollment	Proportionate: yes/no	Target Enrollment	LEP. Enrollment	Proportionate: yes/no	Target Enrollment	Hnd. Enrollment	Proportionate: yes/no	Target Enrollment	Dis. Enrollment	Proportionate: yes/no
Subtotal: Total (last page only)																															

*"Proportionate" means "Equals or Exceeds"

Attachment 6 - MATRIX - 2b

DIRECTIONS FOR COMPLETING THE CODE PROGRAM ENROLLMENT BY POPULATION TYPE MATRIX

PLEASE FOLLOW THESE DIRECTIONS TO RESPOND TO PROGRAM REVIEW QUESTION CODED 305:

1. Enter the respective percentages of each population type in the 9-12 enrollment at the top of columns C-L.
2. List the Code and/or Program Descriptor in column A.
3. Enter the total enrolled in column B.*
4. Determine (and enter) the "Target Enrollment" for each population type by multiplying the percentage listed at the top of the column by the "Total Enrolled".
5. Enter the actual enrollment of males, females, whites, etc. in columns C-L.*
6. Compare the actual enrollment to the target enrollment. If the actual enrollment equals or exceeds the target enrollment, write "yes" under the "Proportionate" header in columns C-L. If the actual enrollment is less than the target enrollment, write "no".

*Transfer appropriate data to the matrix from Form VE-4301, "Secondary Vocational Enrollment and Termination Report".

Note: A Program Review/Planning Data Sheet, available from the V-TES Area Planning and Development Unit, can be used instead of this matrix.

DIRECTIONS FOR COMPLETING THE PROGRAM COMPLETION BY POPULATION TYPE MATRIX

PLEASE FOLLOW THESE DIRECTIONS TO RESPOND TO THE PROGRAM REVIEW QUESTION CODED 307:

1. List the Program Code and/or Program Descriptor in column A.
2. Transfer appropriate data to the matrix from Form VE-4301, "Secondary Vocational Enrollment and Termination Report" to columns B through L.
3. Determine (and enter in column B) the "Percentage of Completers" for the program by dividing the number of completers by the number enrolled.
4. Determine (and enter in column C) the "Target Number of Completers" by multiplying the percentage of program completers by the number of males, females, etc. enrolled.
5. Compare the number of completers to the target number of completers. If the number of completers equals or exceeds the target number of completers, write "yes" under the "Proportionate" header in columns C through L. If the number of completers is less than the target number of completers, write "no".

PLEASE FOLLOW THESE DIRECTIONS TO RESPOND TO THE PROGRAM REVIEW QUESTION CODED 306:

1. Add the data in column B for "Number Enrolled" and "Number of Completers" for all programs.
2. Determine the completion rate average of all the programs in the district by dividing the total number of completers by the total number enrolled.
3. Enter the program completion rate here: _____

   Enter the district completion rate here: _____

   Compare to determine whether or not the program completion rate equals or exceeds the district completion rate average.

Attachment 6 — MATRIX - 3b

PROGRAM COMPLETION BY POPULATION TYPE

Education Agency: _____

Prepared By: _____

A	B Program			C Male				D Female				E White, not of Hispanic Origin				F Black, not of Hispanic Origin				G Hispanic			
Program Code And/Or Program Descriptor	Number Enrolled	Number of Completers	Percentage of Completers	Enrolled	Target Number of Completers	Number of Completers	Proportionate* YES/NO	Enrolled	Target Number of Completers	Number of Completers	Proportionate* YES/NO	Enrolled	Target Number of Completers	Number of Completers	Proportionate* YES/NO	Enrolled	Target Number of Completers	Number of Completers	Proportionate* YES/NO	Enrolled	Target Number of Completers	Number of Completers	Proportionate* YES/NO
SUBTOTAL: TOTAL (last page only):																							

Please Continue Below

A	H American Indian or Alaskan Native				I Asian or Pacific Islander				J Limited English Proficiency				K Handicapped				L Disadvantaged			
_____ Program Code And/Or Program Descriptor	Enrolled	Target Number of Completers	Number of Completers	Proportionate* YES/NO	Enrolled	Target Number of Completers	Number of Completers	Proportionate* YES/NO	Enrolled	Target Number of Completers	Number of Completers	Proportionate* YES/NO	Enrolled	Target Number of Completers	Number of Completers	Proportionate* YES/NO	Enrolled	Target Number of Completers	Number of Completers	Proportionate* YES/NO
SUBTOTAL: TOTAL (last page only):																				

*"Proportionate" means "Equals or Exceeds"

NOTE: A Program Review/Planning Data Sheet, available from the V-TES Area Planning and Development Unit, can be used instead of this matrix.

EQUIPMENT, TOOLS, AND SUPPLIES NEEDING TO BE ACQUIRED, REPLACED, OR REPAIRED
(See question coded 332)

Education Agency: ____
Program Code: ____
Review Number: ____

ITEM	NEEDS TO BE			REASON				ESTIMATED* COST			SUGGESTED* SUPPLIER	AVAILABLE SPACE* FOR THE ITEM IS	
	Acquired	Replaced	Repaired	To Accomplish Instructional Objectives	To Meet Enrollment Needs	To Be Consistent With Business/Industry Standards	Obsolete	Number Needed	Unit Cost	Total Cost		Adequate	Inadequate (Describe Amount and Type Needed)

*These columns need not be completed for the Program Review but are included to facilitate planning.

Attachment 6 - MATRIX - 4

Please check the columns in this table which you feel describe the availability and use of instructional materials in this program.

Education Agency: _____

Program Code: _____

Review Number: _____

INSTRUCTIONAL MATERIALS
USED IN THE PROGRAM
(See question coded 350)

Type of Instructional Material	Are Readily Available As Needed		Are Used Often	Are Used Occasionally	Are Seldom (if ever) Used
	Yes	No			
1. Textbooks					
2. Laboratory Manuals					
3. Reference books					
4. Occupational Journals, Pamphlets, Brochures, Technical Bulletins					
5. Work-Assignment Sheets					
6. Films					
7. Filmstrips					
8. Tapes					
9. Transparencies					
10. Commercial Training Equipment					
11. Programmed Instruction Materials					
12. Bulletin Boards					
13. Chalkboards					
14. Other:_____					
15. Other:_____					
16. Other:_____					

VSO Name: _____ VOCATIONAL STUDENT ORGANIZATION (VSO) ENROLLMENT BY POPULATION TYPE

Education Agency:
Program Code: ___
Review Number: ___

Population Types	1 n Enrolled	2 % Enrolled	3 n in VSO	4 % in VSO	5 Is Percentage Proportionate? Yes	No
A. Disadvantaged						
B. Handicapped						
C. Race:						
American Indian or Alaskan Native						
Asian or Pacific Islander						
Black, Not Hispanic						
Hispanic						
White, Not Hispanic						
D. Limited English Proficiency						
E. Sex:						
Female						
Male						

How many students are eligible [enrolled in the program(s)] for membership in the VSO? _____

Column 1 - Indicate the number of students (by population type) who are eligible for membership.

Column 2 - Indicate the percentage of students (by population type) who are eligible for membership.

Column 3 - Indicate the number of students (by population type) who are members of the VSO.

Column 4 - Indicate the percentage of students (by population type) who are members of the VSO.

Column 5 - Compare the percentage in Column 4 to the percentage in Column 2. Determine whether or not the percentage of students (by population type) who are members of the VSO equals or exceeds the percentage of students eligible for membership. Check "yes" or "no".

TAB 2:
APPENDICES

Appendix

A. Program Review/Planning Steps for PR Committee

B. -1. Number of Reviewers by Respondent Group – District Level Review

-2. Number of Reviewers by Respondent Group – Program Level Review

C. Program Review/Planning Steps

D. External Teams

E. Tally Sheet

F. -1. Conclusions Format – St. Clair County ISD

-2. Conclusions Format – Southwest Macomb Area Consortium

-3. Conclusions Format – Berkley School District

G. -1. District Level Review: Directions for Selecting Participants and Assigning Review Numbers to Them

-2. Program Level Review: Directions for Selecting Participants and Assigning Review Numbers to Them

H. Vocational Education Action Plan

APPENDIX A

Education Agency: _____

PR/P Coordinator: _____

PROGRAM REVIEW/PLANNING STEPS

SUGGESTED WORK PLAN

FOR COMMITTEE

Person Responsible	Activity	Target Dates
	Record, distribute and file PR committee meeting minutes	
	Establish goals and objectives for vocational education (may adopt goals and objectives listed in this Handbook)	
	Study PR instrument, make minor adjustments, create additional data collection materials, prepare special instructions if needed, etc.	
	Determine the scope of the PR (District Level Review) How many and which programs will be reviewed?	
	Determine the number and type of PR participants (using Appendices B1 and B2 and also G1 and G2)	
	Determine whether or not to engage on external team; make appropriate plans regarding such a team (consult Appendix D for details)	
	Plan and schedule inservice activities for PR participants	
	Assemble and/or prepare materials for PR inservice and data collection	
	Identify individuals to coordinate data tabulation and/or display of findings	
	Identify individuals to develop PR conclusions	
	Identify individual(s) to prepare PR report	

PROGRAM REVIEW/PLANNING STEPS (Continued)

Person Responsible	Activity	Target Dates
	Plan for distribution of the PR report	
	Conduct PR inservice	
	Identify additional necessary activities and identify members to be responsible for each	
	Carry out assigned activities	

CEPD _____ APPENDIX B-1

Education Agency _____

PR/P Coordinator _____
Address _____
Phone _____

SECONDARY VOCATIONAL EDUCATION
DISTRICT LEVEL REVIEW

Number of Reviewers by Respondent Group

Respondent Group	*Number of Reviewers	Comments
Placement Personnel		
Administrators		
Guidance Personnel		
Teachers		
Advisory Committee Members		
Students		
Cooperative Education Coordinators		
Special Education Personnel		
Others		
TOTAL number of reviewers		

*This number is also the number of questionnaires and other materials needed, by respondent group, for the District Level Review.

CEPD _____

APPENDIX B-2

Education Agency _____

PR/P Coordinator _____
Address _____
Phone _____

NOTE: If more than twelve (12) programs are being reviewed, use copies of this form to list the remaining programs.

SECONDARY VOCATIONAL EDUCATION
PROGRAM LEVEL REVIEW

Number and Groups of Respondents
by
Programs to be Reviewed

Page ____ of _____ Pages

Programs To Be Reviewed		Number of Reviewers								TOTAL Number of Reviewers for this Program
Code	Program Descriptor	Placement Personnel	Administrators	Guidance Personnel	Teachers	Advisory Committee Members	Students	Co-Op Coordinators	Others	
*TOTAL number of reviewers for all programs by respondent group										

*This number is also the total number of questionnaires and other materials needed, by respondent group, for the Program Level Review.

If this is not all of your programs, do not total here; complete TOTAL only on the last page. Please staple these forms together.

APPENDIX C

Education Agency: _____

PR/P Coordinator: _____

PROGRAM REVIEW/PLANNING STEPS

Person Responsible	Activity	Target Date
	Inform Michigan Vocational Education Resource Center staff of decision to begin PR/P process	
	Gain necessary local support for PR/P	
	Identify PR/P Coordinator	
	Identify PR/P Assistant	
	Establish PR/P Committee(s)	
	Develop PR/P committee work plan(s) -- (see Appendix A: PR/P committee work plan)	
	Complete Appendices B1 and B2 and also G1 and G2	
	Order and prepare necessary PR materials (matrices, questionnaires, hand tally sheets, V-TES PR/P data sheet, planning documents, etc.	
	Schedule PR data processing services (if applicable)	
	Prepare list of PR participants and assign each a review number	
	Enter reviewer information on cover sheet of each questionnaire....Be accurate and neat to facilitate data processing!	
	Inservice PR participants	
	Distribute preliminary PR materials for completion (such as matrices)	

PROGRAM REVIEW/PLANNING STEPS (Continued)

Person Responsible	Activity	Target Date
	Distribute PR questionnaires	
	Collect PR questionnaires (also matrices and other materials)	
	Tabulate and display data on hand tally sheets or Send questionnaires to data processing center	
	Assemble additional data and/or materials necessary for the PR Report	
	Study PR data displays and findings	
	Draw conclusions and list obvious strategies	
	Prepare Program Review Report	
	Determine how plan development will be conducted and reviewed	
	Select planning group participants (if not done previously)	
	Prepare materials for use by the planning committee	
	Conduct inservice to orient committee participants	
	Inform and involve program review respondents as deemed appropriate	
	Reassess and finalize timetable for planning	
	Identify needs	

PROGRAM REVIEW/PLANNING STEPS (Continued)

Person Responsible	Activity	Target Date
	Prioritize Needs	
	Develop strategies for proposed action	
	Prepare written action plan	
	Enlist support for plan implementation	
	Establish dates for periodic monitoring of reports	
	Establish date for first annual evaluation of the plan	
	Establish date for completion of annual plan update	

SECONDARY VOCATIONAL EDUCATION PROGRAM REVIEW/PLANNING

EXTERNAL TEAMS

The *Secondary Vocational Education Program Review/Planning* (PR/P) process is a serious undertaking for an education agency. While two individuals should be identified to facilitate the Review (one as the PR/P coordinator and the other as the PR/P assistant), the PR/P Coordinator, the additional expertise of resource persons, consultants, and others may help to facilitate a meaningful PR/P.

The PR/P Coordinator is encouraged to seek expertise/assistance as needed during any stage of the PR/P cycle. To save time and avoid confusion, care should be taken to identify the task(s) to be addressed by the individual(s) whose expertise is sought. Also, to avoid misunderstanding in regard to remuneration, fees for consultant services should be discussed prior to arranging for such services. Many experienced educators and/or school administrators willingly share their expertise without cost to the recipient; others may depend upon consultant fees as a source of income. Certainly within a large school district, a variety of expertise is readily available upon request, through proper channels.

Rationale for Using a Team

Secondary vocational education personnel, vocational teacher educators, and Michigan Department of Education Vocational-Technical Education Service personnel tend to agree that an external team adds a dimension to a program review process which cannot be achieved through the sole use of an internal program review; therefore, it is recommended that an external team participate in an on-site review. This review should occur after the local agency has undergone an internal review and documented its conclusions in a *Program Review Report*. While both the internal and external reviewers examine the same program components, the external team tends to lend credibility to the review process by substantiating findings of the internal review and/or documenting strengths and weaknesses which may or may not be totally in agreement with the internal review. Such documentation can serve as a springboard for discussions and long-range planning, leading to program improvement. In addition to validating the internal review, engaging the services of an external review team could promote mutual professional growth for the local personnel and the external team.

Roles of the Team

The major purpose for enlisting the services of an external team is to obtain an objective "second opinion" regarding program status as documented in the agency's *Program Review Report*.

Specifically, the team is to critique the local educational agency's *Program Review Report*, *Program Review Findings*, and other available data, make on-site observations, document perceptions, draw conclusions and make recommendations. At the close of the on-site visit each team member should participate in an oral report/discussion session with the agency's personnel. The discussion could result in some reconsiderations for each portion of the external team's written report which should be submitted to the team leader within ten days following the on-site visit. The team leader should edit and submit the report within a month to the PR/P Coordinator. See the attached,

Roles of the Team (Continued)

"External Team Schedule" and "External Team Agenda" which indicates specific activities for the External team before, during and after the on-site visit.

While team members will be expected to review vocational education programs in regard to the stated goals and objectives, utilizing the prepared *Program Review Report* and other data provided, they may also be expected to review additional program components or characteristics as communicated by the PR/P Coordinator. Team members should carefully follow the team leader's directions before, during and after the visit to ensure a smooth operation.

Little interaction between external teams and host agencies seems to occur following traditional on-site visits, except for the submission of required reports. Keeping the external team members informed by placing them on a mailing list to receive annual reports, notices of open-houses, etc., and perhaps inviting them to provide additional information might be worthy gestures, since professional development tends to be a reciprocal process.

Selecting a Team

As a prevention against real or imagined "cronyism" an external person should recommend the external team members. The PR/P Coordinator for a local educational agency may ask the Career Education Planning District (CEPD) Vocational-Technical Specialist to recommend a review team; a PR/P Coordinator for an area vocational education center may ask a principal of another center or officers of the Michigan Association of Area School Principals to recommend such a team; a CEPD PR/P Coordinator might consider asking the Vocational-Technical Specialist from another CEPD to recommend a team. The host agency should be provided with the recommended list of external team members, and given the option to ask for a substitution for any individual on that list, without explanation. If desired, a consultant might be hired to chair and/or recommend a review team.

An external team will need to be carefully selected/recommended to ensure that an appropriate review transpires. The following criteria for selecting/recommending team members are suggested and should be modified as circumstances and experience dictate.

1) At least some members should represent a school setting similar to the one being reviewed (i.e. district or center of similar size, socio-economic status, racial ethnic mix; similar curriculum).
2) Individuals with roles similar to those of personnel within the program(s) being reviewed should be included (i.e. administrators, teachers, and support service personnel). Care should be taken to select reviewers who understand the program orientation. It goes without saying that women and men should be represented in a variety of capacities on the review team.
3) Individuals possessing a variety of expertise relevant to vocational education should be considered for participation on an external team. Care should be taken, however, not to select too large a team, which could easily become unmanageable.

3) Continued

The list below includes types of personnel who might be considered for participation on an external team. A rationale should be documented requesting/including each type of individual on a given team.

A/An:

vocational education administrator (with role similar to district's area center principal, shared-time vocational director, vocational director)
superintendent
Michigan Department of Education representative
teacher representative of the occupational area(s) being reviewed
special education representative
learning psychologist
computer information manager
placement specialist
guidance counselor
community planner (or person who can assess the community assets and needs)
parent (or taxpayer)
vocational teacher educator
vocational teacher education administrator
former vocational education student (perhaps a community college student in a technical program)

4) Members should be experienced in their positions to ensure maximum benefit to the host agency.
5) The external team leader (or chairperson) should be recommended by the same individual(s) responsible for recommending the external team, and should be an experienced evaluator and possess organizational, human relations and editing skills. The leader should be selected approximately six months before the team makes its on-site visit and should be charged with making detailed plans for conducting an on-site external team review. The leader should solicit input from team members and edit the external team report; a sample Table of Contents follows:

Podunk Public Schools
Secondary Vocational Education Program Review
External Team Report

Table of Contents

1. Introduction (external team's purpose)
2. Credits (who was involved and how)
3. Summary of Team Findings (statement of agreement/disagreement with agency's internal *Program Review Report*, additional comments regarding strengths/weaknesses as perceived/observed by team members)
4. Team Conclusions
5. Team Recommendations
6. Appendices

Financial Management of the Team

The method used by the North Central Association of Colleges and Schools for financing an external team visitation seems to be a logical means for managing the PR external team expenses. For example, the host school provides meals and lodging; the visitor's school provides released time and transportation. The PR/I Coordinator may report such expenses on the DS-4033 (Supplement for Vocational Education Programs), line 21, function 262. Advanced degree candidates (and perhaps others) may consider participating at their own expense for a variety of reasons.

Team Member Expectations

Approximately ten days to two weeks in advance of the visit, team members should be provided materials, preferably in a notebook with tabbed sections for easy reference. A sample table of contents for the notebook follows:

Podunk Public Schools
Secondary Vocational Education Program Review
Information for External Team

Table of Contents

Maps (indicating location of the center or school(s) where visit will occur)
Budget
*Program Review Report (internal review)
Objectives and Philosophy
Organizational Structure
Building and Staff (including floor plan, staff roster, and financial statement)
Enrollments (including guidelines, statistical data, survey results of students not attending, and adult education figures)
Demographics
Curriculum/Instruction (including clusters and career ladders, programmed individualized learning: philosophy, mechanics, details, and rationale)
Strategies (student evaluation)
Advisory Committees
Placement Data
Follow-Up
School Climate Survey
Miscellaneous

*Either or both: (specify)
-District Level Program Review and/or
-Program Level Review for a specific O.E. code program

A room should be set aside to facilitate the review of documents relating to various program aspects. A suggestion is to assemble all materials relative to a particular objective or portion of the review at one table or in one carrel. *Program Review Findings* (and sources of information) should be readily available to all External team members.

CAUTION: Care should be taken to assemble only essential additional documents since clutter only causes confusion. Items such as those listed below may be essential in some cases:

V-TES Administrative Guidelines
Area Center or School District Policies and Procedures
The Annual and Long-Range for Vocational Education (and Executive Summary)
Michigan Career Education Plan
Common Goals of Michigan Education
Michigan Occupational Outlook
Special Needs Project Guidelines
Public Act 198
Special Education Plan
V-TES Standards of Quality
State Minimum Performance Objectives
Programmed Individualized Learning Guidelines
Cluster Project Guidelines
Articulation Agreement
Goals, Objectives, and Operational Policies of the Instructional Materials Center
Local and State Youth Organization Guidelines
Safety Policy
Professional Development Plan
Educational Specifications for Building(s)
Contract (with community college, etc.)
Annual Student Follow-Up
Employer Follow-Up
Advisory Committee Review
Supply/Demand Data (Table I, II - State Plan)
Certifications filed with the Michigan Department of Education
VEDS Report
Sign-Offs such as:
  A. MIOSHA
  B. Fire Marshall
  C. Barrier Free
Course Outlines
Staff Training and Qualifications
Building Characteristics

Attachments:

1) External Team Schedule
2) External Team Agenda

Podunk Public Schools
Secondary Vocational Education Program Review
External Team Schedule

December 15, 1981
(6 months prior to on-site) . . . . . External team leader selected/assigned

January 15, 1982 . . . . . Team leader consults with PR Coordinator and with North Central Association personnel, if appropriate

Team selection/assignment

Program Review external team plan of action development

April 27
(3 weeks prior to on-site) . . . . . Team leader mails PR materials to team members (notebook as described in narrative accompanying this schedule; agenda for on-site visitation)

May 11
(1 week prior to on-site) . . . . . Team leader telephones team members to confirm 1) their commitment to participate in the on-site PR, 2) their receipt of the materials, and 3) answer any questions that may have arisen in regard to the anticipated on-site review

May 29
(10 days following on-site) . . . . . Team members submit final reports to team leader

June 17
(1 month following on-site) . . . . . Team leader submits copies of the *Podunk Public Schools Secondary Vocational Education Program Review External Team Review* to the Podunk Public School's PR Coordinator

Podunk Public Schools
Secondary Vocational Education Program Review
External Team Agenda
May 18 - 20, 1982

*May 18 (Monday)

5:30 p.m. . . . . Reception and Buffet dinner (Podunk Public School's staff, advisory committees, and external team) in a location conducive to a working committee-possibly a school cafeteria

7:30 p.m. . . . . Inservice session: Team leader and PR Coordinator explain expectations, regarding the following day(s), to team members

*May 19 (Tuesday)

7:30 a.m. . . . . Continental Breakfast (at the school)

8:00 a.m. . . . . Team meeting

8:15 a.m. . . . . Classroom Observations --
-Sit in, observe, talk with teachers/students for a "goal-free" review
-Look for specific things, utilizing a format provided by team leader

Document Perusal --
-Examine *Program Review Findings* and other essential documents

Personnel Interactions --
-Interact with the Podunk Public School's personnel, as necessary

11:30 a.m. . . . . Lunch (school cafeteria)

12:30 p.m. . . . . Team meeting to exchange questions and answers, provide re-direction if necessary

12:45 p.m. . . . . Continuation of classroom observations, document perusal and personnel interactions (as described above)

2:00 p.m. . . . . Assigned small group meetings (Podunk staff and external team)

4:00 p.m. . . . . Individual note/review compilation

6:00 p.m. . . . . Free Time

6:30 p.m. . . . . Dinner at local restaurant (External team)

*May 20 (Wednesday)

7:30 a.m. . . . . Continental Breakfast (at the school)

8:00 a.m. . . . . Team meeting

8:15 a.m. . . . . Classroom observations --
-Confirm or clarify observations

Writing session --
-Document observations
-Document strengths, weaknesses, problems
-Concur or differ with Podunk's *Program Review* findings and conclusions
-Draft recommendations

10:30 a.m. . . . . Team discussion --
-Briefly report findings, conclusions, and recommendations
-Plan presentation for afternoon session with Podunk staff

12:00 Noon . . . . . Lunch (Food Management classroom)

1:30 p.m. . . . . Team leader's summarization of external team's PR findings, conclusions, and recommendations (Podunk staff and external team)

3:30 p.m. . . . . Team meeting: *External Team Report* (individual team member contributions revision; instructions for miscellaneous details/responsibilities)

4:00 p.m. . . . . Adjournment

*Room 103 is available to the external team; members can be comfortably seated there to clarify notes, meet with a few individuals, and/or have a nutrition break whenever a need arises. Documents essential to the *Program Review* process are also available in this room.

SECONDARY VOCATIONAL EDUCATION PROGRAM REVIEW
District Level Tally Sheet

Date: _____

_____
Education Agency Name / Other Identifier, If Applicable

Goal/Obj.	Program Review Question	Group+	TOT	(No)-- Improvement is Needed		(Yes)-- Improvement is not Needed		Not Applic or Not Necess		No Opinion or Don't Know		Missing Data		Code No.
				n	%	n	%	n	%	n	%	n	%	
V E.	109. Is cooperative education available to all students enrolled in vocational programs that have co-op?	* P												109
		*VA												
		* G												
		* T												
		*AC												
		* S												
		*CC												
		SE												
		* O												
		TOTAL												
V E.	110. Are students who participate in co-op also enrolled in a vocational education program	P												110
		*VA												
		* G												
		* T												
		AC												
		* S												
		*CC												
		SE												
		* O												
		TOTAL												
V E.	111. Do co-op students receive credit for the cooperative education experience and the related instructional program?	P												111
		*VA												
		* G												
		* T												
		AC												
		* S												
		*CC												
		SE												
		* O												
		TOTAL												

+Groups: P=Placement Personnel, VA=Administrators, G=Guidance Personnel, T=Teachers, AC=Advisory Committee Members, S=Students, CC=Co-op Coordinators, SE=Special Educators, O=Others
*This question is found on questionnaire.

APPENDIX E

Education Agency Name

Review Level: _____

Program: _____

PROGRAM REVIEW
FINDINGS AND CONCLUSIONS

Planning Component/
PR SECTION #:_____ _____

GOAL _____

OBJECTIVE _____

QUESTION:	FINDING	CONCLUSION
	of ____ respondents (placement, administration, guidance, teachers, and paraprofessionals, advisory committee members, students) ____% indicate improvement is needed and ____% indicate no improvement is needed. ____% indicated this item is not applicable, ____% didn't know, and ____% didn't respond.	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

(format contributed by St. Clair County I.S.D.)

APPENDIX F-1

Education Agency Name

District _____
Program _____
OE Code _____
Building _____

Planning Component/
(PR Section): _____

SECONDARY VOCATIONAL EDUCATION PROGRAM REVIEW
Date _____

Goal:

Objective:

No. of
Responders

P
A
G
T
C
S

Conclusions	Recommendations*	Costs	Priority	Completion Date
	(PR conclusion developers may list obvious recommendations here) *This section to be completed by planning group, at a later date.			

(format contributed by Southwest Macomb Area Consortium)

APPENDIX F-3
(format contributed by Berkley School District)

Name of Education Agency

SECONDARY VOCATIONAL EDUCATION PROGRAM REVIEW

Preliminary Findings and Conclusions

INTRODUCTION

The completed survey instruments for this Program Review were submitted to the computer for detailed results and summary of each question asked under both the District Level and Program Level Reviews. Based on the results of data on the computer printouts, the preliminary findings and conclusions are summarized in this report in a way that will make looking at the results, verifying or repudiating any inaccurate or inappropriate input data, and drawing revised conclusions more convenient. The revised findings and conclusions will provide for recommendations and long-range planning.

In examining these preliminary findings and conclusions, the following must be kept in mind:

1. In some cases, even a small percentage of "Improvement Needed" may be sufficient to justify inservice or possible change.
2. The "Do Not Know" response is important in that work may need to be done to inform and/or inservice where appropriate.
3. No response to a question might mean a misunderstanding of the question, not reading the survey instructions properly, or other issues that might be considered.
4. Some responses may be based on subjective "feelings" and not upon actual knowledge.

DISTRICT LEVEL REVIEW

I. Finance and Administration

A. Goal(s) and objective(s) for vocational education have been adopted which are consistent with the Michigan State Plan for Vocational Education.

Positive Findings:

Needs:

Tentative Conclusions:

B. etc.

Note: Program Level Reviews follow same format.

Education Agency: _____

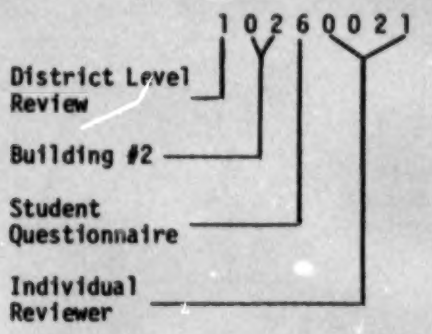
PR/P Coordinator: _____

DISTRICT LEVEL REVIEW
DIRECTIONS FOR SELECTING PARTICIPANTS AND ASSIGNING REVIEW NUMBERS TO THEM

PR/P Coordinator, Please note:

Each questionnaire should be coded to facilitate the identification of individual reviewers if some data processing problem should occur. The following eight-digit code is suggested: XXXXXXXX

Example Review Number:



Explanation of the Review Number

First digit: Level of Review
1 = District level
2 = Program level

Second and third digits: Building within district

PR/P Coordinator, please note:

List the buildings within the district which are part of this District Level Review (i.e. Washington High School, Southwestern High School, etc.) beside each of these numbers. For purposes of data processing, the buildings will be recognized by this assigned number.

01 _____
02 _____
03 _____
04 _____
05 _____
06 _____
07 _____
08 _____
09 _____
10 _____
Etc. _____

Fourth digit: Type of questionnaire
1 = Placement personnel
2 = Vocational administrators
3 = Guidance personnel
4 = Teachers
5 = Advisory committee members
6 = Students
7 = Co-op coordinators
8 = Special education personnel
9 = Others

Last four digits: Respondent number

PR/P Coordinator, please note:

Develop a list of District Level Program Review participants using the following format:

1 Placement Personnel: Try to include all who have responsibilities for placement.

1 _ _ 1-0001 (name of individual) _____
1 _ _ 1-0002 _____
1 _ _ 1-0003 _____
1 _ _ 1-0004 _____
1 _ _ 1-0005 _____
1 _ _ 1-Etc. _____

2 Vocational Administrators: Try to include all vocational administrators.

1 _ _ 2-0001 _____
1 _ _ 2-Etc. _____

3 Guidance Personnel: Try to include all guidance counselors and individuals who provide related services.

1 _ _ 3-0001 _____
1 _ _ 3-Etc. _____

4 Teachers: Try to include all vocational education teachers and teacher aides.

1 _ _ 4-0001 _____
1 _ _ 4-Etc. _____

5 Advisory Committee Members: Try to include all (craft) advisory committee members.

1 _ _ 5-0001 _____
1 _ _ 5-Etc. _____

6 Students: Try to select a representative sample, numbering at least 50.

1 _ _ 6-0001 _____
1 _ _ 6-Etc. _____

7 Co-op Coordinators: Try to include all co-op coordinators.

1 _ _ 7-0001 _____
1 _ _ 7-Etc. _____

8 Special Education Personnel: Try to include special needs coordinator, special education director, etc.

1 _ _ 8-0001 _____
1 _ _ 8-Etc. _____

9 Others: Try to include "others" that are identified as having valuable opinions concerning vocational education, such as school board members, building administrators, parents, etc. They may be advised to answer only certain questions on the questionnaire.

1 _ _ 9-0001 _____
1 _ _ 9-Etc. _____

Education Agency: _____

PR/P Coordinator: _____

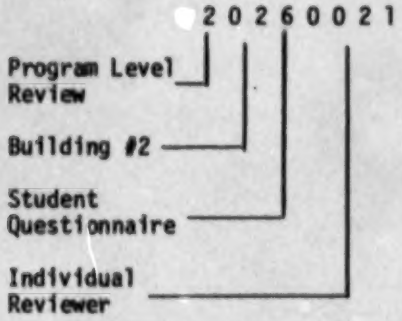
Program Code: _____

PROGRAM LEVEL REVIEW
DIRECTIONS FOR SELECTING PARTICIPANTS AND ASSIGNING REVIEW NUMBERS TO THEM

PR/P Coordinator, please note:

Each questionnaire should be coded to facilitate the identification of individual reviewers if some data processing problem should occur. The following eight-digit code is suggested: [XXXXXXXX]

Example Review Number:



Explanation of the Review Number

[First digit:] Level of Review
1 = District level
2 = Program Level

[Second and third digits:] Building within district

PR/P Coordinator, please note:

List the buildings within the district which are part of this Program Level Review (i.e. Washington High School, Southwestern High School, etc.) beside each of these numbers. For purposes of data processing, the buildings will be recognized by this assigned number.

01 _____
02 _____
03 _____
04 _____
05 _____
06 _____

07 _____
08 _____
09 _____
10 _____
Etc. _____

Fourth digit: Type of questionnaire

1 = Placement personnel
2 = Vocational administrators
3 = Guidance personnel
4 = Teachers
5 = Advisory committee members
6 = Students
7 = Co-op coordinators
8 = Special education personnel
9 = Others

Last four digits: Respondent number

PR/P Coordinator, please note:

Develop a separate list of Program Review participants for each program using the following format:

① Placement Personnel: Try to include at least one individual who has responsibilities for placement.

2 _ _ 1-0001 (name of individual) _____
2 _ _ 1-0002 _____
2 _ _ 1-0003 _____
2 _ _ 1-0004 _____
2 _ _ 1-0005 _____
2 _ _ 1-Etc. _____

② Vocational Administrators: Either try to include at least one vocational administrator for each program, or delete the vocational administrator during this step and allow for his/her input during the conclusion development step.

2 _ _ 2-0001 _____
2 _ _ 2-Etc. _____

③ Guidance Personnel: Try to include two or more guidance counselors and/or individuals who provide related services.

2 _ _ 3-0001 _____
2 _ _ 3-0002 _____
2 _ _ 3-Etc. _____

④ Teachers: Try to include all of the vocational education teacher(s) and teacher aides for this program.

2 _ _ 4-0001 _____
2 _ _ 4-Etc. _____

⑤ Advisory Committee Members: Try to include all (craft) advisory committee members for this program.

2 _ _ 5-0001 _____
2 _ _ 5-Etc. _____

⑥ Students: If this is a program in which all students are from one district, try to select a representative 25% sample of the students (with five students per program minimum). If this is an area program, try to include all students.

2 _ _ 6-0001 _____
2 _ _ 6-Etc. _____

⑦ Co-op Coordinators: Try to include the co-op coordinator(s) responsible for this program's co-op students.

2 _ _ 7-0001 _____
2 _ _ 7-Etc. _____

⑧ Special Education Personnel: (There is no program level Special Education Personnel Questionnaire.)

⑨ Others: Try to include "others" that are identified as having valuable opinions concerning this vocational education program, such as school board members, building administrators, parents, etc. They may be advised to answer only certain questions on the questionnaire.

2 _ _ 9-0001 _____
2 _ _ 9-Etc. _____

VOCATIONAL EDUCATION ACTION PLAN
PART I

Education Agency _____ Year _____

A. State the goals and objectives for vocational education by components.

1) Finance and Administration
2) Population/Access
3) Community Involvement
4) Personnel
5) Student Services
6) Facilities and Equipment
7) Instructional Program

B. State the percentage and number of grades 9-12 student population to be served by vocational education annually for the next three years.

C. List the vocational education programs (with codes) to be offered annually for the next three years.

D. List staffing requirements in numbers needed annually for the next three years by type.

1) Administrators
2) Teachers
3) Para-professionals
4) Placement Coordinators
5) Co-op Coordinators
6) Others

E. State annual budget needs for special program components for the next three years.

1) Instructional Equipment
2) Construction/Renovation
3) Others

APPENDIX H

District _____
Program _____
Code _____
Building _____
Year _____

VOCATIONAL EDUCATION ACTION PLAN
PART II

Goal _____
No.

Proposed Action	Person(s) Responsible	Budget	198_ Start	198_ End	198_ Start	198_ End	198_ Start	198_ End

APPENDIX H
(Continued)